

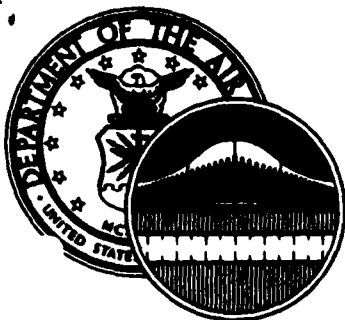
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UNITED STATES AIR FORCE

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# OCCUPATIONAL SURVEY REPORT



TRAINING CAREER LADDER

AFSC 751X2 . Volume III

AFPT 90-751-408

VOL. III OF IV

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OCCUPATIONAL ANALYSIS PROGRAM  
USAF OCCUPATIONAL MEASUREMENT CENTER  
AIR TRAINING COMMAND  
RANDOLPH AFB, TEXAS 78148

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## PREFACE

This report presents the results of a detailed Air Force Occupational Survey of the Training career ladder (AFSC 751X2). The project was directed by USAF Program Technical Training, Volume II, dated October 1979. The project was undertaken at the request of the Air Force Manpower and Personnel Center (AFMPC). Authority for conducting occupational surveys is contained in AFR 35-2. Computer outputs from which this report was produced are available for use by operating and training officials.

Computer programs for analyzing the occupational data were designed by Dr. Raymond E. Christal, Manpower and Personnel Division, Air Force Human Resources Laboratory (AFHRL), and were written by the Computer Programming Branch, Technical Service Division, AFHRL.

The Air Force Occupational Survey Program has been in existence since 1956 when initial research was undertaken by AFHRL (Air Force Systems Command) to develop a methodology for gathering and analyzing occupational information. In 1967, an occupational survey program was established within the Air Training Command and surveys were produced annually for 12 enlisted specialties. In 1972, the program was extended to conduct occupational surveys covering 51 career fields annually. In late 1976, the program was again expanded to include the survey of officer utilization fields, to permit special management applications projects, and to support interservice or joint service occupational analysis.

The survey instrument used in the present project was developed by Second Lieutenant Andrew D. Mellors, Inventory Development Specialist. Mr. Guy B. Cole directed the analysis of this three-specialty study; Mr. David E. Williams analyzed the AFS 751X2 survey data and wrote this volume of the final report. This report has been reviewed and approved by Lieutenant Colonel Jimmy L. Mitchell, Chief, Airman Career Ladders Analysis Section, Occupational Survey Branch, USAF Occupational Measurement Center, Randolph AFB, Texas 78148.

Copies of this report are available to air staff sections, major commands, and other interested training and management personnel upon request to the USAF Occupational Measurement Center, attention to the Chief, Occupational Analysis Branch (OMY), Randolph AFB, Texas 78148.

This report has been reviewed and approved.

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## SUMMARY OF RESULTS

1. Survey Coverage: Job Inventory booklets were administered worldwide to Training (AFSC 751X2) personnel in conjunction with a study of the Education (751X0), Training (751X2), and Instructional System Development (751X3) specialties. Survey Results are based on responses from 1,502 of the 1,920 Air Force Training (751X2) personnel, or 78 percent of the career field.
2. Career Ladder Structure: Sixteen types of jobs were identified within the 751X2 specialty. These included supervisory and management jobs, base and unit OJT managers; maintenance training jobs, FTD and resident school instructors, and several types of program developers or evaluators. While most are primarily involved in OJT programs, some of the jobs were specialized by type of organization serviced (Maintenance, etc.) and by type of automated system (MMICS, APDS, etc.) used.
3. Career Ladder Documents and Training: A review of 3- and 7-skill level tasks suggests that the current AFR 39-1 specialty description is generally descriptive of the AFS 751X2 career ladder. However, the description is perhaps overly concentrated on supervisory and managerial duties; survey data suggests that even at the 7-skill level, 751X2 jobs involve mostly technical duties. The 751X2 Specialty Training Standard is descriptive of the general tasks performed by Training personnel.
4. Write-in Comments: An unusually large proportion of 751X2 respondents wrote comments about the job inventory or the career field. Several noted problems with maintenance training (MMICS), suggesting shredouts for the specialty. Others complained of being tasked with extra duties or inappropriate, purely administrative, tasks. In a few instances, incumbents suggested reclassification of their positions to Administrative (AFS 702X0) slots.
5. Implications: Analysis of the jobs within the Training specialty, as well as differences in attitudes of members of various work groups, suggests that there are potential problems in the MMICS training jobs. This is reinforced by direct write-in comments about the same issue, but some of the job satisfaction data hints that the problem may be related to organizational level of assignment rather than MMICS per se.

OCCUPATIONAL SURVEY REPORT  
TRAINING CAREER LADDER  
(AFSC 751X2)

INTRODUCTION

This is a report of an occupational survey of the Training career ladder (AFSC 751X2) completed by the Occupational Analysis Branch, USAF Occupational Measurement Center in December 1980. A previous survey of the Training career ladder was published in March 1977. This survey was conducted at the request of the Air Force Manpower and Personnel Center (AFMPC) to assist in the evaluation of the present classification structure of the 751XX career field. To facilitate comparison of tasks performed, a combined survey instrument was developed and administered to personnel in the Education (751X0), Training (751X2), and Instructional Systems Development (751X3) career ladders, including AFSC 75193. The results of this survey are being reported in four separate reports -- a combined report covering general findings across all three ladders (AFPT 90-751-408, Vol. I) and separate reports dealing specifically with each ladder (Vol. II, Education; Vol. III, Training; and Vol. IV, Instructional Systems Development). This report concentrates primarily on the results relating to the Training career ladder.

Background

Historically, the Training career ladder was created 30 September 1963 and has remained relatively stable over the years. In 1968, a common 9-skill level, AFSC 75193, Education and Training Superintendent was created for the 751X0, 751X2, and 751X3 ladders. In October 1978, the Chief Enlisted Manager (CEM) 73200 was created which included the three career ladders studied in this report as well as the Personnel field.

The basic job of AFS 751X2 Training personnel as described in AFR 39-1 is to perform a variety of training functions ranging from developing and managing training programs and coordinating training activities, to determining training requirements, conducting training courses, and supervising training personnel in conducting courses in technical and academic subjects.

Because the Training specialty is a lateral career ladder, all incumbents in this ladder must have previous Air Force experience. No formal training is required for entry into the ladder; however, several courses are available for personnel in this field.

Objectives

This report will examine the Training specialty (AFSC 751X2) on the basis of tasks performed by 751X2 survey respondents. Topics covered in this report include: (1) survey methodology, inventory development, survey administration, and survey sample; (2) job structure within the career ladder; (3) an analysis of skill level groups; (4) an analysis of current

training and career field structure documents; and (5) a comparison of the results of the current survey with the previous survey.

## SURVEY METHODOLOGY

### Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory, AFPT 90-751-408. The current inventory was developed using previous inventories and occupational survey reports of the 751X0, 751X2, and 751X3 career ladders; publications and directives; and detailed interviews with 14 experienced subject-matter specialists in the field. The inventory booklet was developed in two parts: a background information section in which job incumbents provided information about themselves, and a duty-task list section which assessed the relative amounts of time spent on tasks performed in their present jobs. The final inventory contained 499 tasks grouped under 11 duties.

### Survey Administration

Job inventories were administered to all DAFSC 751X2 personnel at operating units both in CONUS and overseas during the period January to May 1980. Consolidated base personnel offices in operational units worldwide administered the inventory booklets to job incumbents holding DAFSCs 75132 and 75172. Seventy-eight percent or 1,502 of the total assigned population of 1,920 were included in the final sample. These job incumbents were selected from a computer generated mailing list obtained from AFMPC personnel data tapes.

Each individual who completed a job inventory booklet first completed a background section, then checked each task that they performed in their current job. After checking each task performed, members then rated each task on a nine-point scale showing relative time spent on the tasks as compared to all other tasks checked. The ratings ranged from one (very small amount of time spent) through five (about average amount of time spent) to nine (very large amount of time spent).

To determine relative time spent on each task checked by respondents, ratings are assumed to account for 100 percent of their time spent on the job. The ratings are then summed and divided by the total number of task responses multiplied by 100. This procedure enables one to compare tasks both in terms of percent members performing and average percent time spent.

### Data Processing and Analysis

Task responses and background information from each returned inventory booklet were optically scanned. Biographical information was keypunched onto disk tapes and entered directly into the computer. Once both sets of data were entered into the computer, they were merged to form a complete case record for each respondent. Comprehensive Occupational Data Analysis Programs (CODAP) techniques were then applied to the data.

CODAP produces job descriptions for respondents based on their responses to specific inventory tasks. These descriptions reflect: a) percent members performing each task; b) the average percent time spent by members performing; c) the average percent time spent by all members; and d) the cumulative average percent time spent by all members for each task in the inventory.

### Task Factor Administration

Task Difficulty. In addition to completing a job inventory booklet, selected senior 751X2 personnel were also asked to complete a second booklet for task difficulty. Each individual who completed a task difficulty booklet was asked to rate all of the tasks on a nine-point scale that ranged from extremely low to extremely high difficulty. Difficulty is defined as the length of time it takes an average incumbent to learn to do a task.

### Survey Sample

Personnel were selected to participate in this survey so as to insure an accurate representation across all MAJCOMs and paygrade groups. In this study, a total sample of all incumbents with a 751X2 DAFSC were surveyed. Table 1 reflects the major command distribution of personnel assigned to the 751X2 career ladder as of July 1980. Table 2 reflects the percentage distribution of the survey sample in terms of TICF groups, while Table 3 presents distribution of survey sample by paygrades. Overall, an adequate sample was obtained, with 1,502 of the 1,920 incumbents assigned to this specialty (78 percent) responding.

TABLE 1  
COMMAND REPRESENTATION OF SURVEY SAMPLE  
751X2

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
SAC	18	21
TAC	21	21
ATC	16	16
MAC	10	10
USAFE	9	10
AFCC	8	8
AFSC	4	5
PACAF	4	4
OTHER	10	5
TOTAL ASSIGNED - 1,920		
TOTAL SAMPLED - 1,502		
PERCENT OF ASSIGNED SAMPLED - 78%		



TABLE 2

## DISTRIBUTION OF SURVEY SAMPLE BY TIME IN CAREER FIELD (TICF)

	MONTHS TIME IN CAREER FIELD		
	<u>1 - 48</u>	<u>49 - 96</u>	<u>97+</u>
NUMBER IN SAMPLE	630	550	322
PERCENT OF SAMPLE	42%	37%	21%

AVERAGE TIME IN CAREER FIELD - 67 MONTHS

AVERAGE TIME IN FEDERAL MILITARY SERVICE - 164 MONTHS

TABLE 3

## REPRESENTATION OF SURVEY SAMPLE BY PAYGRADE

<u>PAYGRADE</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
AIRMEN	*	*
E-4	11	12
E-5	38	38
E-6	34	34
E-7	17	15
E-8	*	1

\*INDICATES LESS THAN ONE PERCENT

## JOB STRUCTURE

One important aspect of the occupational analysis program is to examine the job structure of career ladders on the basis of what people report they are actually doing in the field. This analysis of job structure is made possible by the use of the Comprehensive Occupational Data Analysis Program (CODAP). Using this program, jobs may be identified on the basis of similarity in tasks performed and relative time spent performing those tasks.

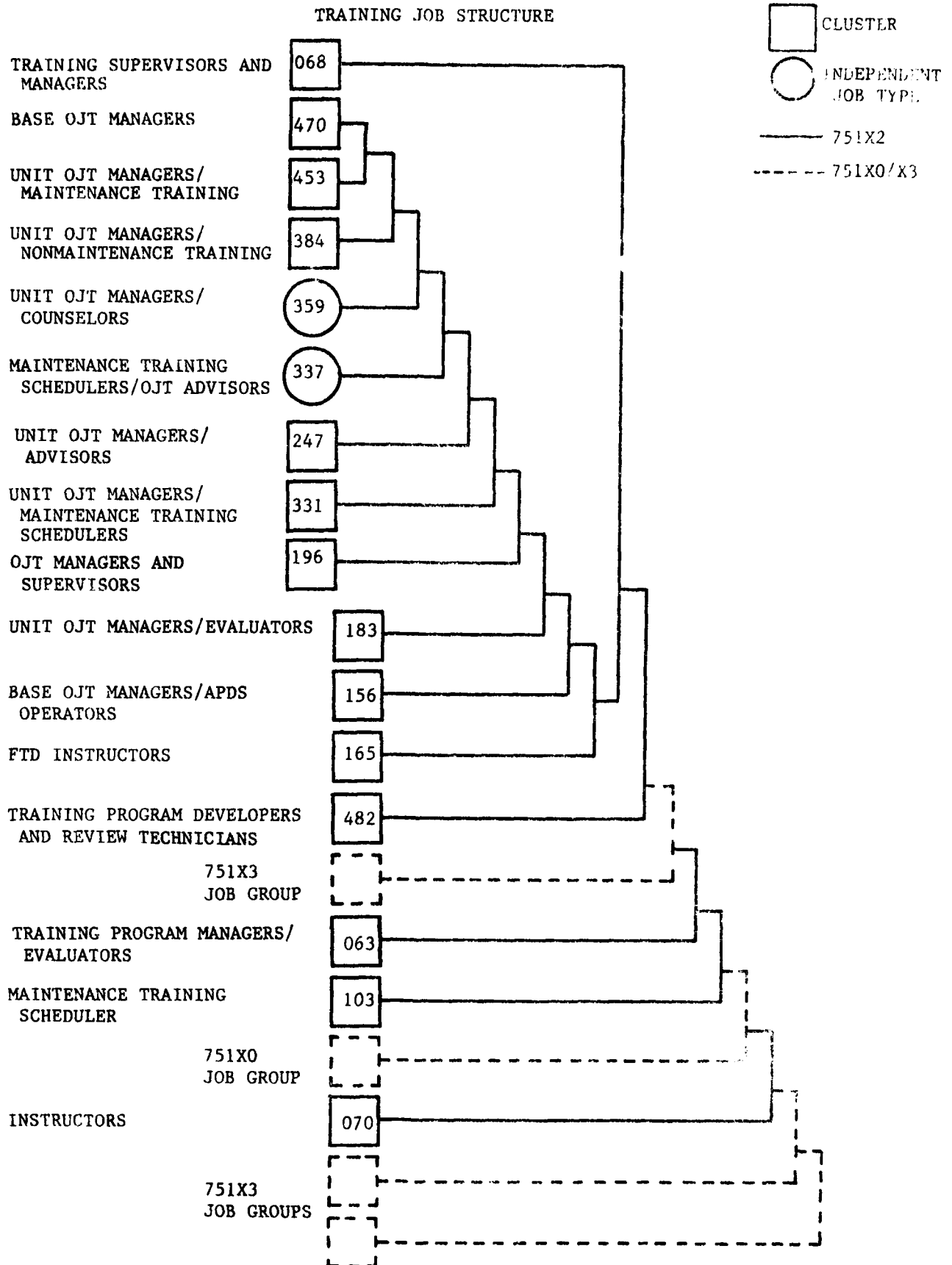
The structure analysis process involves determining job structure of career ladder personnel in terms of clusters, job types, and independent job types. A job type is formed when a group of individuals perform many of the same tasks and spend similar amounts of time on them. A cluster is the result of the coming together of two or more job types based on the existence of a substantial degree of similarity in tasks performed. Independent job types are job types that are too dissimilar to group into any cluster.

The job structure of the Training career ladder was determined from a job structure analysis of 1,856 survey respondents in the Education, Training, and Instructional Systems (751X0, 751X2, 751X3, and 75193) career ladders. All three ladders were analyzed together to determine those job groups unique to each specialty and if there are jobs performed in common by 751X0, 751X2, and 751X3 personnel.

Based on task similarity and the amount of time spent performing each task, the jobs performed by 751X2 respondents are listed below and illustrated in Figure 1.

- I. Training Supervisors and Managers (GRP068, N=46)
- II. Base OJT Managers (GRP470, N=152)
- III. Unit OJT Managers/Maintenance Training (GRP453, N=272)
- IV. Unit OJT Managers/Nonmaintenance Training (GRP384, N=377)
- V. Unit OJT Managers/Counselors (GRP359, N=14)
- VI. Maintenance Training Schedulers/OJT Advisors (GRP337, N=11)
- VII. Unit OJT Managers/Advisors (GRP247, N=56)
- VIII. Unit OJT Managers/Maintenance Training Schedulers (GRP331, N=61)
- IX. OJT Managers and Supervisors (GRP196, N=76)
- X. Unit OJT Managers/Evaluators (GRP183, N=32)
- XI. Base OJT Managers/APDS Operators (GRP156, N=55)

FIGURE 1



- XII. FTD Instructors (GRP165, N=52)
- XIII. Training Program Developers and Review Technicians (GRP482, N=17)
- XIV. Training Program Managers/Evaluators (GRP063, N=44)
- XV. Maintenance Training Schedulers (GRP103, N=78)
- XVI. Instructors (GRP070, N=49)

The respondents included in the above list of job types and clusters account for approximately 87 percent of the total 751X2 survey population. The remaining 13 percent of the 751X2 sample were found in unique jobs which did not group with any of the job types and clusters presented above. Some of the titles held by these personnel were: Training Scheduler, Training Technician, NCOIC, MAC Inroute Training Scheduler, Foreign Military Training, and Chief ANC and Warskill Training. These personnel did not group with any cluster or job type group because of either the unique jobs they perform or the manner in which they perceive their jobs.

#### Clusters and Independent Job Type Descriptions

A description of each 751X2 cluster and independent job type is presented below. Tables 4 through 7 present additional background information about the groups identified. Appendix A lists representative tasks performed by each of the clusters and independent job types described in this section.

I. TRAINING SUPERVISORS AND MANAGERS (GRP068, N=46). These 46 respondents are primarily training supervisors, managers, and superintendents of various training functions. Typical tasks performed by these respondents include:

- Determine work priorities
- Establish performance standards for subordinates
- Counsel personnel on personal or military related problems
- Determine requirements for space, personnel, equipment, or supplies
- Establish organizational policies, office instructions (OI) or standard operating procedures (SOP)
- Plan work assignments
- Develop or improve work methods or procedures
- Draft correspondence
- Initiate personnel action requests
- Interpret policies, directives, or procedures for subordinates
- Prepare APRs
- Assign personnel to duty positions

This is a relatively experienced group of respondents, with an average time in service of 230 months, average time in career field of 96 months, and an average grade of E-7. Members of this group work at a variety of locations on their bases throughout the Air Force. Thirty-five percent are working in Training Management Offices, 17 percent are working in Technical Training

Centers, and the remaining members are working at various other base locations. Overall, the members of this group expressed a high degree of job interest and involvement. Eighty-eight percent indicated that their jobs were interesting, 78 percent felt that their jobs utilized their talents fairly well or better, and 67 percent felt that their training was utilized fairly well or better.

II. BASE OJT MANAGERS (GRP470, N=152). The primary function of these respondents are to review and report on the progress or compliance of base OJT programs. Typical tasks performed by members of this group involved:

- Conduct OJT staff visits
- Review preparation of AF Forms 2095 or 2096
- Evaluate OJT supervisors
- Evaluate OJT trainees
- Develop procedures for OJT programs
- Maintain files of staff assistance visit reports
- Review training statistics
- Determine work priorities
- Review USAF publications bulletins
- Update data in Advance Personnel Data System (APDS)
- Load data into Advance Personnel Data System (APDS)
- Extract data from Advance Personnel Data System (APDS)

Although similar tasks are performed by incumbents of the Base OJT Managers/APDS Operators group, (GRP156), the main discriminating factor is that this group is less concerned with the operation of the APDS system and performs tasks mainly in the area of OJT program management.

Seventy-three percent of the 152 members of this group are working at the wing level. One hundred and twelve members hold the 75172 AFSC. The average grade of the members of this group is E-6; the average time in service is 184 months; and the average time in career field is 80 months.

Generally, this group of Base OJT Managers indicated a high degree of job interest and involvement. Seventy-eight percent indicated that their jobs were interesting, 87 percent felt that their jobs utilized their talents fairly well or better, and 89 percent felt that their jobs utilized their training fairly well or better.

III. UNIT OJT MANAGERS/MAINTENANCE TRAINING (GRP453, N=242). This group of Unit OJT Managers is primarily responsible for advising on and coordinating OJT activities in support of maintenance organizations. Typical tasks performed by members of this group involved:

- Advise supervisors conducting qualification training
- Assist supervisors in development of Master JPGs
- Determine unit OJT training needs
- Advise supervisors selecting OJT trainers
- Conduct OJT staff visits
- Evaluate OJT trainees
- Advise supervisors conducting career development courses
- Evaluate OJT trainers
- Coordinate training schedules and requirements with all affected activities to determine training priorities
- Counsel personnel on personal or military related problems

Although members of this group perform tasks similar to the Unit OJT Managers/Nonmaintenance group (GRP384) described below, the main discriminating factor is the type of organizations in which these OJT Managers provide support (maintenance versus nonmaintenance).

Thirty-one percent of the members of this group are assigned to SAC, 21 percent are assigned to TAC, 14 percent are assigned to MAC, and the remainder are assigned to various other MAJCOMs. Fifty-four percent of the incumbents of this group are working at the squadron level, with 23 percent working at the wing level. The average grade of the members of this group is E-6, the average time in service is 173 months, and the average time in career field is 70 months.

Generally members of this group indicated a high degree of job interest and involvement. Seventy-five percent indicated that their jobs were interesting, 87 percent felt that their jobs utilized their talents fairly well or better, and 84 percent felt that their training was being utilized fairly well or better.

IV. UNIT OJT MANAGERS/NONMAINTENANCE (GRP384, N=377). This group of Unit OJT Managers is primarily responsible for implementing OJT programs in support of nonmaintenance type organizations. Typically, tasks performed by respondents of this group include:

- Develop procedures for OJT programs
- Initiate personnel action request
- Conduct OJT staff assistant visits
- Evaluate OJT supervisors
- Evaluate OJT trainees
- Evaluate OJT trainers
- Evaluate training programs
- Advise individuals on career development, such as
  - Professional Military Education (PME) courses
- Advise individuals on Extension Course Institute (ECI) courses
- Order ECI course supplies or materials

Although members of this group perform tasks and have responsibilities similar to those of the Unit OJT Managers/Maintenance Training group (GRP453) described above, the main discriminating factor is the type of organization which these OJT Managers service (maintenance versus nonmaintenance).

The respondents of this group are fairly well experienced, having an average time in service of 152 months, average time in career field of 59 months, and an average grade of E-5.

Members of this group of Unit OJT Managers work at a variety of locations throughout the Air Force. Eighty-two percent work in Unit OJT Offices, while 17 percent work in Training Management Offices. Sixty percent of these incumbents are working at the squadron level, with an additional 14 percent working at wing level.

Generally this group expressed a high degree of job interest and involvement. Seventy-three percent of the members of this group indicated that their jobs were interesting, 81 percent indicated that their talents were being utilized fairly well or better, and 83 percent felt that their training was being utilized fairly well or better.

V. UNIT OJT MANAGERS/COUNSELORS (GRP359, N=14). This small group of 14 unit OJT Managers performs a variety of tasks related to training and educational advising and/or counseling. Many of the tasks they perform are similar in scope to the Base Education Office (AFS 751X0) functions. Typical tasks performed by this group include:

- Develop procedures for OJT programs
- Conduct OJT staff visits
- Advise individuals on career development, such as Professional Military Education (PME) courses
- Advise individuals on the Community College of the Air Force (CCAF) programs
- Advise supervisors conducting Career Development Course (CDC) review training
- Advise supervisors conducting qualification training
- Maintain files of Classification/On-The-Job Training Action forms (AF Form 2096)
- Determine unit OJT training needs
- Prepare requisitions for specialty training standards (STS) or CDC materials
- Prepare student request for assistance forms
- Brief incoming personnel on educational services

Although members of this group perform tasks similar to other groups identified in this analysis, the main discriminating factor involves tasks relative to counseling, such as: brief incoming personnel on educational services, and advise individuals on the Community College of the Air Force (CCAF) programs.

The average grade of the incumbents of this group is E-5 and the average time in career field is 72 months. Ninety-three percent of the members of this group work in Unit OJT Offices.

Generally, the incumbents of this small group expressed an average degree of job interest and involvement. Fifty-eight percent of the members of this group indicated that their jobs were interesting, 57 percent indicated that their job utilized their talents fairly well or better, and 57 percent felt that their training was utilized fairly well or better.

VI. MAINTENANCE TRAINING SCHEDULERS/OJT ADVISORS (GRP337, N=11). These incumbents are primarily responsible for inputting data into the Maintenance Management Information and Control System (MMICS), determining OJT requirements, and explaining the OJT program to both supervisors and managers. All of the members of this group perform one or more tasks in training scheduling. Typical tasks for these respondents included:

- Determine procedures for OJT programs
- Implement Maintenance Management Information and Control System (MMICS)
- Conduct OJT staff visits
- Coordinate training schedules and requirements with all effected activities to determine training priorities
- Coordinate with agencies, such as field training detachments, tech schools or civilian schools to schedule classes
- Determine training requirements using Training Request/Training Completion Notification forms (AF Form 2426)
- Code data for entry into Maintenance Management Information and Control System (MMICS)
- Load data into Maintenance Management Information and Control System (MMICS)
- Maintain files of staff assistance visit reports
- Maintain or update automated report printouts

The majority of the incumbents of this small group function in maintenance settings in Field Training Detachments, Unit OJT Offices, or Training Management Offices. The group is similar to the Unit OJT Managers/Maintenance Training group (GRP453) except that the focus in this small group is more on direct interface with MMICS and less on advising. This may be a function of less rank since these personnel reflect an average grade of only E-5 and have an average time in service of 119 months.

Generally, these personnel expressed a high degree of job interest and involvement. Of the personnel included in this group, 82 percent indicated that their jobs were interesting, 73 percent felt that they utilized their talents fairly well or better, and 82 percent felt that they utilized their training fairly well or better.

VII. UNIT OJT MANAGERS/ADVISORS (GRP247, N=56). These individuals are mainly Unit OJT managers who work in an advisory capacity at the squadron level. They average 146 months in service with an average grade of E-5. Typical tasks performed by this group include:

- Conduct OJT staff visits
- Advise supervisors conducting career development (CDC) course review training
- Maintain files of volume review exercise (VRE) answer sheets
- Review preparation of AF Forms 2095 or 2096
- Maintain files of staff assistance visit reports
- Maintain files of current Specialty Training Standards (STS) authorized by unit manning document
- Counsel trainers or supervisors on their trainee's progress
- Counsel trainees on training progress
- Advise supervisors conducting qualification training
- Determine unit OJT training needs

Generally, this group of NCOs expressed an average degree of job interest and involvement. Fifty-five percent of the incumbents indicated that their jobs were interesting, 62 percent felt that their talents were being utilized fairly well or better, and 73 percent felt that their jobs utilized their training fairly well or better.



VIII. UNIT OJT MANAGERS/MAINTENANCE TRAINING SCHEDULERS (GRP331, N=61). These respondents are Unit OJT Managers whose primary responsibility involves Maintenance Training Scheduling. Most are assigned to Unit OJT and/or Training Management Offices at the wing (54 percent) or squadron (39 percent) level. The average grade for these incumbents is E-5. The most common tasks performed by this group of respondents are those related to MMICS scheduling. Typical tasks include:

- Update in Maintenance Management Information and Control System (MMICS)
- Load data into Maintenance Management Information and Control System (MMICS)
- Conduct OJT staff visits
- Review preparation of AF Forms 2095 or 2096
- Maintain files of volume review exercises (VRE) answer sheets
- Advise supervisors conducting Career Development Course (CDC) review training
- Extract data from Maintenance Management Information and Control System (MMICS)
- Code data for entry into Maintenance Management Information Control System (MMICS)
- Determine training requirements using Training Request/Training Completion Notification forms (AF Form 2426)
- Coordinate training schedules and requirements with all effected activities to determine training priorities

Generally, this group of respondents expressed an average degree of job interest and involvement. Of the incumbents of this group, 55 percent indicated that their jobs were interesting, 67 percent felt that their talents were utilized fairly well or better, and 79 percent felt that their training was being utilized fairly well or better.

IX. OJT MANAGERS AND SUPERVISORS (GRP196, N=76). The majority of the members of this group perform a variety of tasks related to the management and supervision of wing level OJT programs. They reflect a higher average grade (E-7) and TAFMS (203 months) than many of the other groups identified in this analysis. Eighty-two percent of the members of this group indicated they supervise one or more persons. Typical tasks performed by this group include:

- Prepare APRs
- Supervise Training technicians (AFSC 75172)
- Interpret policies, directives or procedures for subordinates
- Implement Maintenance Management Information and Control System (MMICS) training
- Develop or improve work methods or procedures
- Plan work assignments
- Establish performance standards for subordinates
- Establish organizational policies, office instructions (OI) or standard operating procedures (SOP)
- Determine work priorities

Generally, the members of this group expressed a high degree of job interest and involvement; 70 percent indicated that their jobs were interesting, 79 percent felt that their jobs utilized their talents fairly well or better, and 71 percent felt that their jobs utilized their training fairly well or better.

X. UNIT OJT MANAGERS/EVALUATORS (GRP183, N=32). These OJT Managers perform mainly evaluation and/or quality control functions at the squadron level. Typical tasks performed by this group include:

- Evaluate OJT trainees
- Evaluate OJT trainers
- Conduct OJT staff visits
- Evaluate OJT supervisors
- Develop implementation plans
- Evaluate training programs
- Advise supervisors conducting Career Development Course (CDC)  
review training
- Develop procedures for OJT programs
- Review preparation of AF Forms 2095 or 2096
- Evaluate training methods

This group of respondents is of average experience level, having an average time in service of 165 months, an average time in career field of 75 months, and an average grade of E-5.

Generally, this group expressed a high degree of job interest and involvement; 65 percent indicated that their jobs were interesting, 75 percent felt that their jobs utilized their talents fairly well or better, and 78 percent felt that their job utilized their training fairly well or better.

XI. BASE OJT MANAGERS/APDS OPERATORS (GRP156, N=55). The primary function of this group of incumbents is the operation of the APDS system. This group of 55 respondents works primarily in base OJT offices and at the wing level. Typical tasks performed by this group include:

- Conduct OJT staff visits
- Review preparation of AF Forms 2095 or 2096
- Review training statistics
- Update data in Advanced Personnel Data System (APDS)
- Destroy tests
- Consult with other CBPO sections on matters dealing with  
classification relating to OJT
- Load data into Advance Personnel Data System (APDS)
- Maintain files of CDC enrollment applications
- Order ECI course supplies or materials
- Maintain files of staff assistance visit reports

Although this group performs tasks similar to those of the Base OJT Managers (GRP470), the discriminating factor is the APDS function performed by this group. Fifty-five percent of this group are 3-skill level personnel, which may suggest that most of these personnel are relatively new to this career field and are still in upgrade training.

Generally, the incumbents of this group expressed a high degree of job interest and involvement; 72 percent indicated that their jobs were interesting, 82 percent felt that their jobs utilized their talents fairly well or better, and 87 percent felt that their job utilized their training fairly well or better.

XII. FTD INSTRUCTOR (GRP165, N=52). These personnel function as instructors in Field Training Detachments (FTD). Examples of typical tasks performed by this group include:

- Conduct OJT advisory services
- Administer course critiques
- Advise supervisors conducting qualification training
- Advise supervisors selecting OJT training
- Assist supervisors in development of Master JPG
- Present course materials by guided discussion methods
- Present course materials by lecture methods
- Conduct OJT staff visits
- Maintain class attendance records
- Advise supervisors conducting Career Development Course (CDC) review training
- Circulate among students to observe student progress
- Maintain class attendance records

Although a high percentage of the members of this group perform OJT functions common to other groups, such as conduct OJT advisory services, these individuals perform a large number of instructor-related tasks which clearly differentiate them from other job groups.

Of this group, 86 percent indicated that their jobs were interesting, 92 percent felt that their jobs utilized their talents fairly well or better, and 88 percent felt that their jobs utilized their training fairly well or better.

XIII. TRAINING PROGRAM DEVELOPERS AND REVIEW TECHNICIANS (GRP482, N=17). The primary function of the members of this group is instructional supervision at technical schools, FTDs, Unit OJT Offices, or Training Management Offices. This is quite evident in the kinds of tasks they perform:

- Evaluate course outlines or lesson plans
- Evaluate training techniques
- Evaluate training aids, such as audiovisual aids or graphics
- Evaluate training methods
- Evaluate training programs
- Determine equipment needed to support instruction
- Evaluate effectiveness of instructional methods
- Determine the facility needed to support instructions
- Evaluate effectiveness of instructional media
- Counsel personnel on personal or military related problems

Most of these individuals are senior personnel with an average grade of E-6 and an average time in career field of 195 months.

Respondents of this group expressed a high degree of job interest and involvement. Ninety-four percent indicated that their jobs were interesting, 90 percent felt that their jobs utilized their talents fairly well or better, and 88 percent felt that their jobs utilized their training fairly well or better.

XIV. TRAINING PROGRAM MANAGERS/EVALUATORS (GRP063, N=44). This group of primarily senior NCOs function primarily as Trainee and Training Program Evaluators. Examples of representative tasks include:

- Evaluate training programs
- Evaluate training methods
- Evaluate inspection reports
- Evaluate training techniques
- Review training statistics
- Evaluate administrative forms, files, or procedures
- Determine work priorities
- Evaluate training manuals
- Interpret policies, directives, or procedures for subordinates
- Maintain files of staff assistance visit reports

Respondents of this group reflect an average grade of E-7 and the majority indicate that they are assigned at MAJCOM level.

Generally, the respondents of this group expressed a high degree of job interest and involvement. Of this group, 69 percent indicated that their jobs were interesting, 80 percent felt that their jobs utilized their talents fairly well or better, and 62 percent felt that their job utilized their training fairly well or better.

XV. MAINTENANCE TRAINING SCHEDULERS (GRP103, N=78). These 78 respondents are primarily training schedulers working mainly in Training Management and Unit OJT Offices operating the MMICS system in scheduling and/or coordinating maintenance training. Typical tasks performed by these personnel include:

- Load data into Maintenance Management Information and Control System (MMICS)
- Update data in Maintenance Management Information and Control System (MMICS)
- Schedule individuals for training using Training Request/Training Completion Notification forms (AF Form 2426)
- Extract data from Maintenance Management Information and Control System (MMICS)
- Determine training requirements using Training Request/Training Completion Notification forms (AF Form 2426)
- Coordinate training schedules and requirements with all effected activities to determine training priorities
- Coordinate with agencies, such as Field Training Detachments, tech schools, or civilian schools to schedule classes
- Open computer terminals
- Shut down or secure terminals
- Code data for entry into Maintenance Management Information and Control Systems (MMICS)

This is a group of average experienced respondents having an average grade of E-5, an average time in service of 142 months, and an average time in career field of 53 months. Fifty-five percent of the members of this group are working at the wing level.

Of the members of this group, 57 percent indicated that their jobs were interesting, 66 percent felt that their jobs utilized their talents fairly well or better, and 62 percent felt that their training was utilized fairly well or better.

XVI. INSTRUCTORS (GRP070, N=49). The primary function of these personnel is formal classroom instruction in areas such as technical training centers and FTDs. Eighty percent of the members of this group hold the T prefix which indicates that they are technical school instructors. Typical tasks performed by this group include:

- Administer performance tests
- Administer written tests
- Develop lessons plans
- Present course materials by lecture methods
- Administer course critiques
- Conduct critiques of tests with students
- Evaluate training aids, such as audiovisuals or graphics
- Present course materials by demonstration performance
- Present course materials by audiovisual methods
- Present course materials by guided discussion methods

The average grade of the members of this group is E-6, average time in service is 175 months, and the average time in career field is 82 months. The majority of the members of this group are working at base or wing level.

Generally, members of this group indicated that their jobs were interesting and involved. Of this group, 76 percent indicated that their jobs were interesting, 84 percent felt that their jobs utilized their talents fairly well or better, and 84 percent felt that their training was being utilized fairly well or better.

### Summary

Aside from the Supervisors and Managers (Group I), most AFS 751X2 Training personnel are primarily involved in the administration of OJT programs. Exceptions include FTD Instructors (Group XII), Training Program Developers and Review Technicians (Group XIII), Training Program Managers/Evaluators (Group XIV), and Instructors (Group XVI); members of these groups perform more specialized functions or special activities at the technical training center, FTD site, or at higher organization levels. Thus, while there is an overall homogeneity to the career field, there are some groups which appear to be fairly specialized around particular missions (resident training, FTD, evaluations, etc.).

Training personnel involved in mainstream OJT programs tend to be more homogeneous; however, even with these job groups, there is some variation in tasks based on the type of organization being serviced. The most obvious

examples are those working with MMICS units, where training can be formally scheduled and tracked through the automated system. Personnel in some of these groups find their jobs less interesting; the two job groups involved primarily in maintenance training scheduling have the lowest average percent who find their job interesting of all the groups identified in this analysis (see Table 6). However, the one group which combines maintenance training scheduling and OJT advising (Group VI) at unit level or in FTDs has one of the highest average job interest (82 percent find their job interesting). This infers that maintenance training scheduling personnel who work with MMICS at squadron or wing level have a less interesting job; this could be a function of the specialization required to work with MMICS or may have to do with the assignment of AFS 751X2 personnel to units primarily manned by maintenance personnel. This finding may be a problem which needs further investigation.

Groups with the highest percentage of personnel finding their job interesting include FTD Instructors (XII), Training Supervisors and Managers (I), and Training Program Developers and Review Technicians (XIII). The latter group is a small group of personnel who appear to specialize in evaluating training programs or methods; these are more senior personnel (average grade E-7) who focus on improving training programs. This may be one factor in their very positive perception of their jobs.

This analysis has demonstrated that while most AFS 751X2 Training Personnel are involved with the administration of OJT programs, there are also a number of more specialized jobs within the career field associated with type of organization serviced (Maintenance versus Nonmaintenance), records systems (MMICS versus APDS), or special programs (FTD, evaluations, etc.). These specialized jobs are important and, in some cases such as MMICS, may represent potential problems in terms of perceived use of talents or training or individual job interest.

TABLE 4

PERCENT RELATIVE TIME SPENT PERFORMING DUTIES BY MAJOR JOB STRUCTURE GROUPS

	TNG SUPV AND MGRS (N=46)	BASE OJT MANAGERS (N=152)	UNIT OJT MANAGERS/ MAINT TNG (N=272)	UNIT OJT MANAGERS/ NONMAINT (N=377)	UNIT OJT MANAGERS/ COUNSELORS (N=14)	MAINT TNG SCHED/OJT ADVISORS (N=11)	UNIT OJT MGRS/ADV (N=56)	UNIT OJT MGRS/MAINT TNG SCHED (N=61)
ORGANIZING AND PLANNING	21	8	7	5	4	4	4	3
DIRECTING AND IMPLEMENTING	25	13	10	8	6	6	7	6
INSPECTING AND EVALUATING	21	19	16	15	13	13	9	10
PERFORMING EDUCATION COUNSELING	4	2	6	5	17	2	5	3
ENROLLING PERSONNEL IN EDUCATIONAL PROGRAMS AND COURSES	1	2	2	3	7	2	4	3
DETERMINING EDUCATIONAL NEEDS OF BASE PERSONNEL	1	*	*	*	1	0	*	0
ADVERTISING EDUCATIONAL OPPORTUNITIES	*	*	1	*	4	*	*	*
PERFORMING TECHNICAL WRITING	1	*	*	*	*	*	0	*
CONDUCTING COMPUTER MANAGED OR ASSISTED INSTRUCTION	2	3	2	2	*	5	*	5
SCHEDULING TRAINING	5	4	6	4	2	10	3	9
PERFORMING TRAINING, TESTING, INSTRUCTIO- NAL SYSTEMS DEVELOPMENT, OR RECORDS MAINTENANCE FUNCTIONS	19	49	50	57	46	58	67	61

TABLE 4 (CONTINUED)

PERCENT RELATIVE TIME SPENT PERFORMING DUTIES BY MAJOR JOB STRUCTURE GROUPS

	OJT TNG AND SUPV (N=76)	OJT TNG MANAGERS/ EVALUATORS (N=32)	BASE OJT MANAGERS/ ADPS OPR (N=55)	FTD INSTRUCTOR (N=52)	TNG PROGRAM DEVELOPERS AND REVIEWER TECHNICIAN (N=17)	OJT TNG PROGRAM MANAGERS/ EVALUATORS (N=44)	MAINT TNG SCHEDULERS (N=78)	INSTRUCTORS (N=49)
ORGANIZING AND PLANNING	14	8	4	4	8	8	4	3
DIRECTING AND IMPLEMENTING	19	10	10	5	9	15	10	5
INSPECTING AND EVALUATING	21	29	20	17	16	40	7	16
PERFORMING EDUCATION COUNSELING	3	4	1	5	2	1	1	1
ENROLLING PERSONNEL IN EDUCATIONAL PROGRAMS AND COURSES	1	3	4	*	*	1	*	0
DETERMINING EDUCATIONAL NEEDS OF BASE PERSONNEL	*	0	0	*	*	*	*	*
ADVERTISING EDUCATIONAL OPPORTUNITIES	*	*	*	1	*	0	*	*
PERFORMING TECHNICAL WRITING CONDUCTING COMPUTER MANAGED OR ASSISTED INSTRUCTION	1	*	*	*	3	2	*	1
SCHEDULING TRAINING	3	1	3	*	1	1	10	1
PERFORMING TRAINING, TESTING, INSTRUCTIONAL SYSTEMS DEVELOPMENT, OR RECORDS MAINTENANCE FUNCTIONS	7	4	3	1	2	3	18	*
	31	41	55	67	59	29	50	73



TABLE 5

## BACKGROUND INFORMATION FOR MAJOR JOB STRUCTURE GROUPS

	TNG SUPV AND MGRS (N=46)	BASE OJT MANAGERS (N=152)	UNIT OJT MANAGERS/ MAINT TNG (N=272)	UNIT OJT MANAGERS/ NONMAINT (N=377)	UNIT OJT MANAGERS/ COUNSELORS (N=14)	MAINT TNG SCHED/OJT ADVISORS (N=11)	UNIT OJT MGRS/ADV (N=56)	UNIT OJT MGRS/MAINT TNG SCHED (N=61)
AVERAGE NUMBER OF TASKS PERFORMED	42	96	115	82	108	71	37	43
AVERAGE PAYGRADE	E-7	E-6	E-6	E-5	E-5	E-5	E-5	E-5
PERCENT SUPERVISING	87%	66%	41%	17%	14%	0	0	0
DAFSC:								
75132	3%	24%	25%	39%	29%	55%	46%	44%
75172	54%	74%	71%	61%	71%	45%	54%	56%
75130	0	0	0	0	0	0	0	0
75150	0	0	0	0	0	0	0	0
75170	5%	0	0	0	0	0	0	0
75133	0	0	0	0	0	0	0	0
75173	5%	1%	0	0	0	0	0	0
75193	33%	1%	4%	0	0	0	0	0
AVERAGE MONTHS TICF	96	80	70	59	161	119	50	142

TABLE 5 (CONTINUED)

## BACKGROUND INFORMATION FOR MAJOR JOB STRUCTURE GROUPS

	OJT TNG MANAGERS/ AND SUPV EVALUATORS (N=76)		OJT TNG MANAGERS/ ADPS OPR (N=55)		FTD INSTRUCTOR (N=52)		TNG PROGRAM DEVELOPERS AND REVIEW TECHNICIAN (N=17)		OJT TNG PROGRAM MANAGERS/ EVALUATORS (N=44)		MAINT TNG SCHEDULERS (N=78)		INSTRUCTORS (N=49)	
AVERAGE NUMBER OF TASKS PERFORMED	97	32	42	65	167	35	34	45						
AVERAGE PAYGRADE	E-6	E-5	E-5	E-6	E-6	E-7	E-5	E-6						
PERCENT SUPERVISING	88%	9%	20%	4%	70%	16%	36%	12%						
DAFSC:														
75132	10%	47%	55%	0	6%	5%	46%	6%						
75172	62%	53%	45%	96%	53%	65%	54%	90%						
75130	0	0	0	0	0	0	0	0						
75150	0	0	0	0	0	0	0	0						
75170	3%	0	0	0	6%	2%	0	2%						
75133	0	0	0	0	0	0	0	0						
75173	1%	0	0	2%	23%	5%	0	2%						
75193	24%	0	0	2%	12	23%	0	0						
AVERAGE MONTHS TICF	101	165	54	103	98	217	53	82						

TABLE 6

JOB SATISFACTION DATA FOR MAJOR JOB STRUCTURE GROUPS  
(PERCENT MEMBERS RESPONDING)

	TNG SUPV AND MGRS (N=46)	BASE OJT MANAGERS (N=152)	UNIT OJT MANAGERS/ MAINT TNG (N=272)	UNIT OJT MANAGERS/ NONMAINT (N=377)	UNIT OJT MANAGERS/ COUNSELORS (N=14)	MAINT TNG SCHED/OJT ADVISORS (N=11)	UNIT OJT MGRS/ADV (N=56)	UNIT OJT MGRS/MAINT TNG SCHED (N=61)
<u>I FIND MY JOB:</u>								
NO RESPONSE	0	2	3	3	7	0	0	7
DULL	11	9	8	8	14	0	18	21
SO-SO	11	11	14	16	21	18	27	20
INTERESTING	88	88	75	73	58	82	55	52
<u>MY JOB UTILIZES MY TALENTS:</u>								
NO RESPONSE	0	2	0	1	7	0	2	3
NOT AT ALL TO VERY LITTLE	22	11	17	18	36	27	36	30
FAIRLY WELL OR BETTER	88	87	83	81	57	73	62	67
<u>MY JOB UTILIZES MY TRAINING:</u>								
NO RESPONSE	2	2	1	1	0	0	0	3
NOT AT ALL TO VERY LITTLE	31	9	15	16	43	18	27	18
FAIRLY WELL OR BETTER	67	89	84	83	57	82	73	79
<u>I PLAN TO REENLIST:</u>								
NO RESPONSE	0	2	0	1	7	0	4	3
NO OR PROBABLY NO	52	32	25	29	21	27	32	30
YES OR PROBABLY YES	48	66	75	70	72	73	64	67

TABLE 6 (CONTINUED)

JOB SATISFACTION DATA FOR MAJOR JOB STRUCTURE GROUPS  
(PERCENT MEMBERS RESPONDING)

	OJT TNG AND SUPV (N=76)	OJT TNG MANAGERS/ EVALUATORS (N=32)	BASE OJT MANAGERS/ ADPS OPR (N=55)	FTD INSTRUCTOR (N=52)	TNG PROGRAM DEVELOPERS AND REVIEWER TECHNICIAN (N=1.)	OJT TNG PROGRAM MANAGERS/ EVALUATORS (N=44)	MAINT TNG SCHEDULERS (N=78)	INSTRUCTORS (N=49)
I FIND MY JOB:								
NO RESPONSE	4	3	0	4	0	2	1	4
DULL	11	16	15	2	0	11	19	10
SO-SO	15	16	13	8	6	18	23	10
INTERESTING	70	65	72	86	94	69	57	76
MU JOB UTILIZES MY TALENTS:								
NO RESPONSE	1	0	0	4	0	2	1	2
NOT AT ALL TO VERY LITTLE	20	25	18	4	10	18	33	14
FAIRLY WELL OR BETTER	79	75	82	92	90	80	66	84
MY JOB UTILIZES MY TRAINING:								
NO RESPONSE	8	3	2	8	0	2	0	4
NOT AT ALL TO VERY LITTLE	21	19	11	4	12	36	39	12
FAIRLY WELL OR BETTER	71	78	87	88	88	62	61	84
I PLAN TO REENLIST:								
NO RESPONSE	1	3	0	0	7	0	0	4
NO OR PROBABLY NO	37	25	22	31	21	32	29	27
YES OR PROBABLY YES	62	72	78	69	72	68	71	69

TABLE 7

ORGANIZATIONAL LEVEL OF MAJOR JOB STRUCTURE GROUPS  
(PERCENT MEMBERS RESPONDING)

ORGANIZATIONAL LEVELS	TNG SUPV AND MGRS (N=46)	BASE OJT MANAGERS (N=152)	UNIT OJT MANAGERS/ MAINT TNG (N=272)	UNIT OJT MANAGERS/ NONMAINT (N=377)	UNIT OJT MANAGERS/ COUNSELORS (N=14)	MAINT TNG SCHED/OJT ADVISORS (N=11)	UNIT OJT MGRS/ADV (N=56)	UNIT OJT MGRS/MAINT TNG SCHED (N=61)
AIR FORCE	2	2	0	1	0	0	0	2
MAJOR COMMAND	20	2	2	3	0	9	4	0
NUMBERED AIR FORCE WING	11	1	2	1	0	0	2	0
SQUADRON	44	73	23	14	0	9	7	54
OTHERS (NOT REPORTED)	22	5	54	60	93	46	73	39
	1	17	19	21	7	36	14	5

TABLE 7 (CONTINUED)

ORGANIZATIONAL LEVEL OF MAJOR JOB STRUCTURE GROUP  
(PERCENT MEMBERS RESPONDING)

ORGANIZATIONAL LEVELS	OJT TNG AND SUPV (N=76)	OJT TNG MANAGERS/ EVALUATORS (N=32)	BASE OJT MANAGERS/ ADPS OPR (N=55)	FTD INSTRUCTOR (N=52)	TNG PROGRAM DEVELOPERS AND REVIEWER TECHNICIAN (N=17)*	OJT TNG PROGRAM MANAGERS/ EVALUATORS (N=44)	MAINT TNG SCHEDULERS (N=78)	INSTRUCTORS (N=49)
AIR FORCE	0	0	0	2	6	11	1	0
MAJOR COMMAND	5	3	6	8	6	50	1	0
NUMBERED AIR FORCE WING	1	0	0	0	12	11	0	6
SQUADRON	72	19	60	6	53	11	55	35
OTHERS	15	56	16	48	30	9	27	35
	7	22	18	36	-	8	16	24

\*FEW RESPONDENTS INDICATED THAT THEY WORKED AT MORE THAN ONE COMMAND LEVEL

## ANALYSIS OF DAFSC GROUPS

An analysis of DAFSC groups is also an important part of every Occupational Survey. This analysis identifies the duties and tasks performed by each of the skill level groups within a ladder and displays trends in career progression. In addition, analysis of DAFSC groups is useful in reviewing utilization patterns within the career ladder as well as for reviewing career ladder documents, such as the AFR 39-1 Specialty Descriptions and the Specialty Training Standard (STS).

Since the Training career ladder is a lateral ladder, most incumbents holding the 3-skill level already have extensive Air Force experience. Thus, many of the tasks they perform are not typical of lower skill levels. By and large, the job of the 3-skill level incumbent is technical in nature. Incumbents at this level develop and administer on-the-job and maintenance training programs, coordinate training functions among various individuals, counsel supervisors and students on training, and evaluate training programs for effectiveness. In terms of the job structure identified in the previous section, 3-skill level incumbents were found working in every major job cluster. Table 8 lists the number of members represented in the major job clusters.

When incumbents progress to the 7-skill level, the tasks performed remain basically the same. The only differentiation in tasks performed involves a higher percentage of supervisory tasks being performed at the 7-skill level than was seen at the 3-level.

Both 3- and 7-skill level incumbents perform a common core of tasks. Table 9 lists representative tasks performed in common by both skill levels. Table 10 reflects those tasks that differentiate between the two groups. As mentioned earlier, these are predominately supervisory tasks. In addition, most of the diversity in tasks and duties performed by either 3- or 7-skill level incumbents within the ladder was more the result of the type of organization supported (maintenance versus nonmaintenance) than skill level held by the incumbents.

TABLE 8  
 JOB GROUP AND DAFSC DISTRIBUTION OF 751X2  
 RESPONDENTS  
 (NUMBER OF PEOPLE RESPONDING)

JOB GROUP	MEMBERS	
	(N=483)	(N=1019)
	DAFSC 75132	DAFSC 75172
TRAINING SUPERVISORS AND MANAGERS	1	29
BASE OJT MANAGERS	36	112
UNIT OJT MANAGERS/MAINTENANCE TRAINING	68	193
UNIT OJT MANAGERS/NONMAINTENANCE TRAINING	147	230
UNIT OJT MANAGERS/COUNSELORS	4	10
MAINTENANCE TRAINING SCHEDULERS/OJT ADVISORS	6	5
UNIT OJT MANAGERS/ADVISORS	26	30
UNIT OJT MANAGERS/MAINTENANCE TRAINING SCHEDULERS	27	34
OJT TRAINING MANAGERS AND SUPERVISORS	8	47
UNIT OJT MANAGERS/EVALUATORS	15	17
BASE OJT MANAGERS/ADPS OPERATORS	30	24
FTD INSTRUCTORS	0	50
TRAINING PROGRAM DEVELOPERS AND REVIEW TECHNICIANS	1	9
TRAINING PROGRAM MANAGERS/EVALUATORS	2	29
MAINTENANCE TRAINING SCHEDULERS	36	42
INSTRUCTORS	3	42
NOT GROUPED	73	116

TABLE 9

TASKS COMMON TO ALL SKILL LEVEL GROUPS  
(60 PERCENT MEMBERS RESPONDING OR MORE)

TASKS	PERCENT 3-LEVEL	PERCENT 7-LEVEL
CONDUCT OJT STAFF VISITS	80	78
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	78	72
DRAFT CORRESPONDENCE	62	77
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) TRAINING	71	71
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	62	71
REVIEW TRAINING STATISTICS	67	69
MAINTAIN FILES OF STAFF ASSISTANCE VISITS REPORTS	68	69
REVIEW USAF PUBLICATIONS BULLETINS	62	69
EVALUATE OJT TRAINEES	61	65
COUNSEL TRAINERS OR SUPERVISORS ON THEIR TRAINEE'S PROGRESS	63	62
DEVELOP PROCEDURES FOR OJT PROGRAMS	60	63
EVALUATE OJT SUPERVISORS	58	63
ADVISE SUPERVISORS SELECTING OJT TRAINERS	58	64
EVALUATE OJT TRAINERS	59	63
INITIATE PERSONNEL ACTION REQUESTS	60	63
EVALUATE TRAINING PROGRAMS	56	64
COORDINATE TRAINING SCHEDULES AND REQUIREMENTS WITH ALL EFFECTED ACTIVITIES TO DETERMINE TRAINING PRIORITIES	51	59
DETERMINE UNIT OJT TRAINING NEEDS	61	60
COUNSEL TRAINEES ON TRAINING PROGRESS	61	50
ASSIST SUPERVISORS IN DEVELOPMENT OF MASTER JPG	55	56



TABLE 10

TASKS MOST CLEARLY DISTINGUISHING 75132 AND 75172 PERSONNEL  
(PERCENT PERFORMING)

TASKS	DAFSC 75132 (N=483)	DAFSC 75172 (N=1019)	DIFFERENCES
PREPARE APRs	10	33	-23
DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL, EQUIPMENT OR SUPPLIES	16	37	-21
PLAN WORK ASSIGNMENTS	18	38	-20
ESTABLISH PERFORMANCE STANDARDS FOR SUBORDINATES	10	28	-18
INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	30	49	-19
SUPERVISE TRAINING TECHNICIANS (AFSC 75172)	3	21	-18
SUPERVISE TRAINING SPECIALISTS (AFSC 75132)	7	25	-18
ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCEDURES (SOP)	27	43	-16
EVALUATE COMPLIANCE WITH PERFORMANCE STANDARDS	11	28	-17
EVALUATE ADEQUACY OF CLASSROOMS OR BRIEFING ROOMS	14	30	-16
DETERMINE WORK PRIORITIES	38	54	-16
ASSIGN PERSONNEL TO DUTY POSITIONS	3	18	-15
MAINTAIN FILES OF VOLUME REVIEW EXERCISE (VRE) ANSWER SHEETS	63	51	+12

## COMPARISON OF SURVEY DATA TO AFR 39-1 SPECIALTY DESCRIPTION

Survey data for the 751X2 specialty were compared to the AFR 39-1 Specialty Description, dated 31 Oct 79. This description is intended to give a broad overview of the duties and tasks required to be performed by the various skill level personnel. There is only one 751X2 job description designed to cover both 3- and 7-skill level Training personnel.

Overall, the description was found to provide a clear, concise overview of the major duties and tasks performed by these incumbents. In many career ladders, 7-skill level personnel are primarily supervisors and managers. In the Training career ladder, while 7-skill level personnel do perform more supervisory tasks than the 3-skill level incumbents, the survey shows that 7-skill level personnel still spend over 50 percent of their job time on the same general technical tasks performed by 3-skill level incumbents.

## ANALYSIS OF EXPERIENCE (TICF) GROUPS

An analysis was also made comparing tasks and job differences among individuals grouped by time in career field (TICF). In looking at the jobs performed by personnel within the TICF groups, the normal pattern of job progression was found. As seen in Table 11, there is a gradual increase in time spent on supervisory and managerial functions and a decrease in time spent in performing technical tasks as personnel gain experience in the field.

Throughout all time in career field periods, the performance of technical tasks are dominant. The only noticeable change between the 1-24 month respondents and respondents with subsequent amounts of time in career field is that the more experienced respondents spent more time on supervisory duties. However, even in senior TICF groups, supervisory duties never completely dominated the performance of technical tasks. Even at the 20-year point, technical tasks still occupied over half of the respondents time. The 1-48 month TICF group was found to be working throughout all major job groups identified in this study. Tasks with highest probability of performance by the 1-48 months TICF group are listed in Table 12 and revolve around the technical tasks relative to the Training career field.

Job satisfaction information, when compared to combined data from other related specialties recently surveyed, provides indications relative to the attitudes or intentions of specialty incumbents about such factors as job interest, perceived utilization of talents and training, and reenlistment intent. The comparative data includes all direct support specialties surveyed in 1979.

Table 13 compares the responses of all 751X2 respondents and those of the comparative sample (all lateral specialties studied in 1979) by enlistment groups. Several trends were noticed in these responses. The overall job satisfaction data (job interest, and perceived utilization of talents and training) are slightly lower in a majority of 751X2 TICF groups versus those of the comparative sample. Of noteworthy concern is the gradual decrease in job interest expressed by 751X2 personnel. As the time in career field increased from one to 97+ months, the expressed job interest slightly decreased for 751X2 personnel and gradually decreased or held steady for the same time in career field categories for the comparative sample group. For the 1-48 month TICF group, 71 percent indicated that their job was interesting versus 84 percent of the comparative sample group.

TABLE 11

## PERCENT TIME SPENT ON DUTIES BY TIME IN CAREER FIELD GROUPS

	1-24	25-48	1-48	49-96	97-144	145-192	193-240
ORGANIZING AND PLANNING	5	6	6	7	7	10	7
DIRECTING AND IMPLEMENTING	9	9	9	10	11	15	12
INSPECTING AND EVALUATING	13	15	14	17	19	19	22
PERFORMING EDUCATION COUNSELING	4	4	4	4	5	4	3
ENROLLING PERSONNEL IN EDUCATIONAL PROGRAMS AND COURSES	3	3	3	2	2	1	1
DETERMINING EDUCATIONAL NEEDS OF BASE PERSONNEL	*	*	*	*	*	*	0
ADVERTISING EDUCATIONAL OPPORTUNITIES	1	1	1	1	1	1	*
PERFORMING TECHNICAL WRITING	*	*	*	*	*	1	1
CONDUCTING COMPUTER MANAGED OR ASSISTED INSTRUCTION	4	3	3	2	2	2	1
SCHEDULING TRAINING	5	6	6	5	4	4	6
PERFORMING TRAINING, TESTING, INSTRUCTIONAL SYSTEMS DEVELOPMENT, OR RECORD MAINTENANCE FUNCTIONS	56	53	54	52	49	43	47

\* LESS THAN ONE PERCENT

TABLE 12

REPRESENTATIVE TASKS PERFORMED BY 751X2 RESPONDENTS WITH 1-48 MONTHS TICE

TASKS	PERCENT MEMBERS PERFORMING (N=630)
CONDUCT OJT STAFF VISITS	78
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	77
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC)	
REVIEW TRAINING	72
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	69
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	66
REVIEW TRAINING STATISTICS	65
COUNSEL TRAINERS OR SUPERVISORS ON THEIR TRAINEE'S PROGRESS	64
DRAFT CORRESPONDENCE	62
DETERMINE TRAINING REQUIREMENTS USING TASK PERFORMANCE CHECKLIST FORMS (AF FORM 689)	61
EVALUATE OJT TRAINEES	61
MAINTAIN OR UPDATE AUTOMATED REPORT PRINTOUTS	61
MAINTAIN FILES OF VOLUME REVIEW EXERCISE (VRE) ANSWER SHEETS	61
REVIEW USAF PUBLICATION BULLETINS	60
ADVISE SUPERVISORS SELECTING OJT TRAINERS	58
EVALUATE OJT TRAINERS	58
CONSULT WITH OTHER CBPO SECTIONS ON MATTERS DEALING WITH CLASSIFICATION RELATED TO OJT	58
INITIATE PERSONNEL ACTION REQUESTS	57
EVALUATE OJT SUPERVISORS	57
ADVISE INDIVIDUALS ON EXTENTION COURSE INSTITUTE (ECI) COURSES	56
ASSIST SUPERVISORS IN DEVELOPMENT OF MASTER JPG	56
COORDINATE WITH AGENCIES, SUCH AS FIELD TRAINING DETACHMENTS, TECH SCHOOLS, OR CIVILIAN SCHOOLS TO SCHEDULE CLASSES	55
COORDINATE OJT ADVISORY SERVICE COURSES WITH SUPERVISORS	55
EVALUATE TRAINING PROGRAMS	54
MAINTAIN EXTENTION COURSE INSTITUTE (ECI) CATALOGUE FILES	54
COORDINATE TRAINING SCHEDULES AND REQUIREMENTS WITH ALL EFFECTED ACTIVITIES TO DETERMINE TRAINING PRIORITIES	53
ORDER COURSE SUPPLIES OR MATERIALS	52
MAINTAIN FILES OF CURRENT SPECIALTY TRAINING STANDARDS AUTHORIZED BY MANNING DOCUMENTS	52
COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	51
MAINTAIN FILES OF CLASSIFICATION/ON-THE-JOB TRAINING ACTION FORMS (AF FORM 2096)	51
PREPARE STUDENT REQUESTS FOR ASSISTANCE FORMS (ECI FORM 17)	50

TABLE 13

JOB INTEREST AND PERCEIVED UTILIZATION OF TALENTS AND TRAINING FOR TICF  
(PERCENT MEMBERS RESPONDING)

	1-48 MONTHS		49-96 MONTHS		97+ MONTHS	
	751X2 (N=630)	COMP SAMPLE* (N=1,488)	752X2 (N=550)	COMP SAMPLE* (N=595)	751X2 (N=317)	COMP SAMPLE* (N=327)
I FIND MY JOB:						
NO RESPONSE	2	1	3	1	3	1
DULL	12	7	11	9	12	10
SO-SO	15	8	16	9	18	8
INTERESTING	71	84	70	81	67	81
MY JOB UTILIZED MY TALENTS:						
NO RESPONSE	1	1	1	1	3	1
NOT AT ALL OR VERY LITTLE	22	15	17	14	21	15
FAIRLY WELL TO PERFECTLY	77	84	82	85	76	84
MY JOB UTILIZES MY TRAINING:						
NO RESPONSE	2	1	1	1	4	0
NOT AT ALL OR VERY LITTLE	18	16	19	17	17	14
FAIRLY WELL TO PERFECTLY	80	83	80	82	79	86
PLAN TO REENLIST:						
NO RESPONSE	2	1	2	1	2	3
NO OR PROBABLY NO	26	26	26	33	37	40
YES OR PROBABLY YES	72	73	72	66	51	57

\* COMPARATIVE SAMPLE TAKEN FROM ALL LATERAL SPECIALTIES SURVEYED IN 1979,  
INCLUDES AFSCs 276X1, 296X0, 661X0, 732X4, 751X3, 753X1, 912X0, 912X1/X2/X3/X4 (N=2,410)

## CONUS VERSUS OVERSEAS COMPARISON

A comparison was made of the various tasks performed and background data for 75172 respondents assigned to CONUS and overseas locations. The survey sample included 1,009 7-skill level respondents. Of this sample, 799 or 79 percent was assigned to CONUS locations.

Overall, very few differences were noted in the overall mission of OJT managers in regards to location. Overseas and CONUS personnel performed about the same average number of tasks (74 CONUS versus 75 overseas). In terms of task differences, Table 14 reflects that differences in percent members performing is generally less than 12 percent. Much of this difference can be attributed to an overseas work environment with limited personnel and to the fact that some organizations, such as technical schools are not located overseas. In terms of job satisfaction, again very little difference was noted (see Table 15).

TABLE 14

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSC  
CONUS AND OVERSEAS GROUPS  
(PERCENT MEMBERS PERFORMING)

TASKS	CONUS N=799	OVERSEAS N=210	DIFFERENCE
CONDUCT STAFF MEETINGS	38	50	-12
DETERMINE WORK PRIORITIES	52	64	-12
ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCEDURES (SOP)	41	52	-11
EVALUATE TRAINING PROGRAMS	61	72	-11
PLAN BRIEFINGS	51	61	-10
IMPLEMENT COMPUTER DIRECTED TRAINING SYSTEMS (CDTS)	18	28	-10
EVALUATE TRAINING TECHNIQUES	48	57	- 9
EVALUATE TRAINING METHODS	51	59	- 8
ADVISE INDIVIDUALS ON THE INDIVIDUAL DEVELOPMENT AND EDUCATIONAL ADVANCEMENT (IDEA) PROGRAM	23	11	+12
COORDINATE WAR SKILLS AFSC TRAINING WITH CBPO, ASSIGNED UNIT, OR TRAINING UNIT	29	18	+11
DISTRIBUTE TRAINING MATERIALS	36	25	+11
ASSIST APPLICANTS IN ENROLLING IN IDEA PROGRAMS	18	10	+ 8
MAINTAIN CLASS ATTENDANCE RECORDS	31	23	+ 8
CONDUCT FIELD EVALUATIONS	18	11	+ 7
ADMINISTER PRETESTS	17	11	+ 6
CIRCULATE STUDENTS TO OBSERVE STUDENT PROGRESS	13	7	+ 6



## TABLE 15

JOB INTEREST AND PERCEIVED UTILIZATION OF TALENTS AND TRAINING  
BY CONUS AND OVERSEAS GROUPS  
(PERCENT MEMBERS RESPONDING)

	CONUS (N=1,502)	OVERSEAS (N=210)
<u>I FIND MY JOB:</u>		
NO RESPONSE	3	3
DULL	11	16
SO-SO	15	17
INTERESTING	71	70
<u>MY JOB UTILIZES MY TALENTS:</u>		
NO RESPONSE	2	2
NOT AT ALL OR VERY LITTLE	18	19
FAIRLY WELL TO PERFECTLY	80	79
<u>MY JOB UTILIZED MY TRAINING:</u>		
NO RESPONSE	2	3
NOT AT ALL OR VERY LITTLE	17	21
FAIRLY WELL TO PERFECTLY	81	76
<u>I PLAN TO REENLIST</u>		
NO RESPONSE	2	1
NO OR PROBABLY NO	33	22
YES OR PROBABLY YES	65	77

## TRAINING ANALYSIS

Occupational survey data is just one of several sources of information which can be used to help make training programs more meaningful and relevant to students. Factors provided in occupational surveys which may be used in evaluating training are percent of first assignment (1-48 TICF) members performing tasks, utilization of equipment available at the technical school for training, task difficulty ratings, and training emphasis ratings (not collected for this study). An in-depth analysis of the 1-48 months TICF group was previously discussed in the Analysis of Experience section of this report. These factors were used in evaluating the Specialty Training Standard (STS) and Plan of Instruction (POI) for the 751X2 specialty. Technical school personnel at Shephard AFB matched inventory tasks to areas of instruction outlined in the STS, dated Nov 1978 and the POI for Course J3ALR7513200, dated March 1979 for the training specialty. The J3ALR7513200 Course is a relatively new, category B, course having been completed by a small percentage of 751X2 personnel. A complete computer listing of the percent members performing, task difficulty for each task statement along with each STS and POI matching has been forwarded to the technical school for their use in reviewing training documents.

Task Difficulty. The relative difficulty of each task in the task inventory was assessed through ratings by 49 experienced 7-skill level Training NCOs. These ratings were processed to produce an ordered listing of all tasks in terms of their relative difficulty and were standardized to have an average difficulty of 5.0 and a standard deviation of 1.0.

Table 16 lists those tasks rated the most difficult by 751X2 personnel. The more difficult tasks typically involved designing instructional systems, planning learning resource centers, preparing course training standards, and developing TV instructional presentations. It is interesting to note that few of these tasks are performed by more than 20 percent of the 751X2 DAFSC personnel. Although designing instructional systems, planning learning resource centers, preparing course training standards, and developing TV instructional presentations, consistently rated the most difficult, only a small percentage (less than 12 percent) of the 751X2 incumbents reported performing those tasks.

Table 17 lists those tasks that were rated average in difficulty by 751X2 personnel. Those tasks seem to primarily involve supervisory or administrative functions, such as analyzing workload requirements, evaluating maintenance training or use of work space, equipment, or supplies, and supervising Instructional Systems specialists. Generally, these tasks are performed by a larger percentage of the 751X2 sample than the more difficult tasks.

Table 18 lists those tasks rated least difficult by 751X2 personnel. These tasks primarily involved some aspects of general administration, such as destroying tests, contacting maintenance personnel when the computer malfunctions, maintaining files of assignment/personnel action forms, and maintaining Extension Course Institute (ECI) catalogue files. These tasks were generally performed by 20 percent or more of the 751X2 respondents.

Plan of Instruction. The J3ALR75132000 Course dated 21 Dec 78 consists of 35 days of training designed to train students to perform duties prescribed in AFR 39-1 which include developing, conducting, and managing training programs; performing training functions; coordinating training activities; supervising training personnel; operating remote terminals; and the interpretation of products in Computer Directed Training Systems (CDTS), Maintenance Management Information and Control System (MMICS), and Advance Personnel Data System (APDS).

The Plan of Instruction (POI) for the J3ALR75132000 course was reviewed for appropriateness of instruction as evidenced by task performance by 751X2 survey respondents. To facilitate this review, 751X2 subject matter specialists at the Sheppard Technical Training Center were asked to match, as nearly as possible, those inventory tasks which illustrated the application of the various knowledges or skills described in POI objectives. The results of these matches are presented in separate computer printouts (FCPRT7) within the computer Extract printout for this report. Generally, this matching provides a basis for reviewing what information should be taught in the basic school based on tasks performed by personnel during their first job or first four years in this DAFSC. Using the criterion of 30 percent performing, 28 of the objectives in the POI were not clearly supported by the tasks which were matched to these objectives (see Table 19). In some instances, it appeared that tasks which were performed by a substantial number of the 1-4 year group should have been matched to one or more of these objectives. In other cases, some of the tasks supporting some of the other objectives appeared to also be misplaced.

It is not possible to determine, on the basis of the present data, whether the current course objectives represent overtraining (based on few respondents performing related tasks) or that the matching of task information to POI objectives was not adequate. Both the matching and the low percent performing objectives need to be carefully reviewed by subject matter experts before making changes to the course.

#### Specialty Training Standard

As in the Plan of Instruction, review of the 751X2 STS, dated November 1978, was accomplished by matching STS items with inventory tasks and evaluating the item based on the percent members of the various DAFSC and TICF groups performing tasks under that STS item. This provides a realistic basis of reviewing the various task and knowledge requirements within the STS based on performance by field personnel. This data is included in FCPRT8 of the computer Extract printout to this report.

As in the analysis of the Plan of Instruction, several problems were encountered in determining the extent to which many of the STS items were supported by tasks performed by substantial percentages of 751X2 DAFSC groups. Although many of the tasks appeared to be accurately matched to STS paragraphs, others seemed to be misplaced or not referenced to any STS paragraph. In addition, some items had no matching tasks although they often covered functions which were performed by 751X2 personnel. However, based on the current matching and an overview of the tasks performed by career field members, most of the STS items appear to be justified. Those

items that appear to be the most questionable based on tasks performed are items 4E, Develop Criterion Objectives and Subobjectives; 4F, Develop Written Tests and Performance Tests; 4I, Prepare Lesson Plans; 4J (1), Prepare Training Material; and 4J (2), Revise Training Material. These tasks are performed by substantially less than 10 percent of either the 3- or 7-skill level group.

A number of the other STS items were supported by tasks performed by relatively small percentages of personnel. Some of these items appear to be critical areas that all 751X2 personnel should be familiar with. Others, however, could possibly be deleted without adversely affecting the performance of AFS 751X2 personnel. Therefore, it is suggested that the STS be reviewed in light of the numbers of personnel performing, to determine whether all of the existing STS items are justified.

TABLE 16

## TASKS RATED THE MOST DIFFICULT BY 751X2 PERSONNEL

TASKS	TASK DIFFICULTY	PERCENT MEMBERS PERFORMING
WRITE CAREER DEVELOPMENT COURSES (CDC)	7.68	1
WRITE SPECIALTY TRAINING STANDARDS (STS)	7.68	1
WRITE PROGRAMMED INSTRUCTION MATERIALS	7.36	4
DEVELOP PLANS FOR DESIGNING INSTRUCTIONAL SYSTEMS	7.22	10
PLAN LEARNING RESOURCE CENTERS	7.11	3
DEVELOP TV INSTRUCTIONAL PRESENTATIONS	6.98	2
WRITE COURSE TRAINING STANDARDS (CTS)	6.91	3
DEVELOP JUSTIFICATIONS FOR FUNDS TO SUPPORT INSTRUCTIONAL SYSTEMS	6.90	2
DEVELOP PLANS OR PROCEDURES FOR EVALUATING EFFECTIVENESS OF INSTRUCTIONAL SYSTEMS	6.89	11
WRITE RECOMMENDATIONS FOR CHANGES TO AFR 36-1 OR 39-1	6.86	2
DEVELOP SYLLABI	6.84	3
DEVELOP STUDENT TEXTS OTHER THAN PROGRAMMED TEXTS	6.81	2
DEVELOP PROGRAMMED TEXTS	6.79	2
VALIDATE INSTRUCTIONAL MATERIALS	6.79	6
DEVELOP FILM INSTRUCTIONAL PRESENTATIONS	6.75	3
DETERMINE FUND REQUIREMENTS FOR SERVICE OPERATED SCHOOLS	6.74	2
DETERMINE STAFFING REQUIREMENTS FOR SERVICE OPERATED SCHOOLS	6.74	1
CONDUCT OJT STAFF VISITS	6.72	66
DEVELOP PROGRAMMED TEXT GUIDANCE PACKAGES	6.71	1
PLAN STUDENT-INSTRUCTOR ACTIVITIES FOR ACHIEVEMENT OF BEHAVIORAL OBJECTIVES	6.67	4
EVALUATE MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	6.66	17
EVALUATE NEW DEVELOPMENTS IN INSTRUCTIONAL SYSTEM TECHNOLOGY	6.64	6
EVALUATE INSTRUCTIONAL STRATEGIES	6.63	3
DEVELOP LESSON PLANS	6.60	14
DEVELOP RECOMMENDED PROFICIENCY LEVELS FOR KNOWLEDGE OR TASKS FOR INSTRUCTIONAL STANDARDS	6.59	6

TABLE 17

## TASKS RATED AVERAGE IN DIFFICULTY BY 751X2 PERSONNEL

TASKS	TASK DIFFICULTY	PERCENT MEMBERS PERFORMING
DEVELOP VISUAL AIDS, SUCH AS CHARTS OR TRANSPARENCIES	5.04	16
ANALYZE WORKLOAD REQUIREMENTS	5.04	20
EVALUATE MAINTENANCE OR USE OF WORK SPACE, EQUIPMENT, OR SUPPLIES	5.04	15
SUPERVISE INSTRUCTIONAL SYSTEMS SPECIALISTS (AFSC 75133)	5.04	2
ANALYZE USAF OSRs TO DETERMINE PERCENTAGES OF PERSONNEL PERFORMING TASKS	5.04	2
DRAFT OR REVISE JOB DESCRIPTIONS	5.03	12
EVALUATE UNIT WEIGHTED AIRMAN PROMOTION SYSTEM (WAPS) STUDY MATERIALS	5.03	20
COUNSEL TRAINEES ON TRAINING PROGRESS	5.02	52
EXTRACT SYSTEM OR JOB DATA FROM USAF OCCUPATIONAL SURVEY REPORTS	5.02	2
ANALYZE INTERVIEW RESULTS TO DETERMINE PERCENTAGES OF PERSONNEL PERFORMING TASKS	5.01	5
DETERMINE REQUIREMENTS FOR TRAINING AIDS	5.01	21
SELECT INDIVIDUALS FOR SPECIALIZED TRAINING	5.00	13
SUPERVISE APPRENTICE EDUCATION SPECIALISTS (AFSC 75130)	5.00	4
COMPARE TRAINING CONTROL DOCUMENTS WITH FIELD SURVEY DATA	5.00	2
COMPILE TRAINING STATISTICS	4.99	43
REVIEW PERMISSIVE TDY REQUEST-OPERATION BOOTSTRAP FORMS (AF FORM 204)	4.99	5
OBSERVE TASK PERFORMANCE	4.99	38
PREPARE TASK OR OBJECTIVE HIERARCHIES	4.98	2
EVALUATE TRAINING AIDS, SUCH AS AUDIOVISUALS OR GRAPHICS	4.97	25
SCHEDULE INDIVIDUALS FOR TRAINING USING CIVILIAN DEVELOPMENT RECORD FORMS (AF FORM 1152)	4.97	6
SURVEY COMMUNITY EDUCATIONAL FACILITIES TO DETERMINE NEED FOR SERVICE OPERATED SCHOOLS	4.97	1
INSTRUCT PERSONNEL IN USE OF TRAINING AIDS OR INSTRUCTIONAL TECHNIQUES	4.97	18
DRAFT CORRESPONDENCE	4.96	71
PREPARE JOB DESCRIPTIONS	4.95	13
DETERMINE INSTRUCTIONAL TIMES	4.94	14

TABLE 18

## TASKS RATED THE LEAST DIFFICULT BY 751X2 PERSONNEL

TASKS	TASK DIFFICULTY	PERCENT MEMBERS PERFORMING
PREPARE STUDENT REQUESTS FOR ASSISTANCE FORMS (ECI FORM 17)	3.2	42
MAINTAIN DAILY TESTING ACTIVITY LOGS	3.2	16
OPEN COMPUTER TERMINALS	3.2	29
MAINTAIN FILES OF CLASSIFICATION/ON-THE-JOB TRAINING ACTION FORMS (AF FORM 2096)	3.2	40
PREPARE REQUISITION FOR LOCAL DUPLICATING SERVICE FORMS (DD FORM 844)	3.1	25
DISTRIBUTE TRAINING MATERIALS	3.1	30
SHUTDOWN OR SECURE TERMINALS	3.1	26
PROCTOR TESTS	3.1	18
DETERMINE TRAINING REQUIREMENTS USING ROUTING AND REVIEW OF QUALITY CONTROL REPORTS FORMS (AF FORM 2419)	3.0	4
INVENTORY EQUIPMENT, TOOLS, OR SUPPLIES	3.0	25
ARRANGE FOR COMBINATION CHANGES FOR SAFES	3.0	7
SCORE TESTS	3.0	21
MAINTAIN FILES OF AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM FORMS (AF FORM 1227)	3.0	5
DISTRIBUTE LOCAL EDUCATIONAL SURVEYS	3.0	4
MAINTAIN FILES OF VOLUME REVIEW EXERCISE (VRE) ANSWER SHEETS	3.0	46
DISTRIBUTE ANNOUNCEMENTS OF EDUCATION SERVICES PROGRAMS	3.0	16
POST GRADES TO INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	3.0	7
ASSIGN SPONSORS FOR NEWLY ASSIGNED PERSONNEL	3.0	13
MAINTAIN FILES OF ASSIGNMENT/PERSONNEL ACTION FORMS (AF FORM 2095)	2.9	38
SCHEDULE COUNSELING APPOINTMENTS	2.9	17
MAINTAIN EXTENSION COURSE INSTITUTE (ECI) CATALOGUE FILES	2.9	51
MAINTAIN FILES OF ASSIGNMENT/PERSONNEL ACTION FORMS (AF FORM 2095)	2.8	20
CONTACT MAINTENANCE PERSONNEL WHEN COMPUTERS MALFUNCTION	2.6	13
MAIL OFFICER EDUCATIONAL TRANSCRIPTS TO AIR FORCE INSTITUTE OF TECHNOLOGY	2.6	6
DESTROY TESTS	2.5	21

TABLE 19

OBJECTIVES NOT SUPPORTED BY TASKS PERFORMED BY 751X2 PERSONNEL

- I3G. USAF GRADUATE EVALUATION PROGRAM
- II1C. FACILITY REQUIREMENTS
- II2A. VERIFICATION AND MAINTENANCE OF TRAINING DATA (AFR 30-130)
- II3A. SELECT PROCEDURE FOR DEVELOPING AND EVALUATING TRAINING DIRECTIVES
- II4B. SELECT PROCEDURES IN MANAGING THE USAF GRADUATE EVALUATION PROGRAM
- II5A. INDOCTRINATION ON SCOPE, CONCEPTS, OBJECTIVES, AND METHODS OF CONDUCTING TRAINING IAW AFR 50-23
- II5C. PROVIDING ASSISTANCE IN IMPLEMENTING POLICIES AND PROCEDURES FOR CONDUCTING TRAINING PROGRAMS IAW AFR 50-23
- II5E. SELECT PROCEDURES FOR CONDUCTING TRAINING MEETINGS
- II6. PREPARE CORRESPONDENCE
  
- III1B. STATE PRINCIPLES OF LEARNING AND THEIR EFFECT ON LEARNING IAW AFM 50-62
- III1E. STATE ADVANTAGES, DISADVANTAGES, AND TECHNIQUES OF METHODS OF INSTRUCTION IAW AFM 50-62
- III2A. DEVELOP CRITERION OBJECTIVES AND SUBOBJECTIVES
- III2B. DEVELOP WRITTEN AND PERFORMANCE TESTS IAW AFM 50-2
- III2D. ANALYZE RESULTS OF WRITTEN TESTS TO DETERMINE EASE INDEX AND DIFFERENTIATION INDEX IAW AFM 50-62
- III3A. PREPARE TRAINING MATERIALS
- III3B. EVALUATE TRAINING LITERATURE
- III3C. REVISE TRAINING LITERATIVE
- III4A. DEVELOP LESSON PLANS
- III5A. DEVELOP TRAINING AIDS
- III5B. OPERATE EQUIPMENT TO DISPLAY OR PROJECT TRAINING AIDS IN CLASSROOMS
  
- IV1A. STS EVALUATION IAW AFR 8-13
- IV1B. PREREQUISITES INVOLVED IN PREPARING AF FORM 1284 IAW AFR 50-38
- IV2A. MATCH DUTIES AND RESPONSIBILITIES WITH CORRECT OJT MANAGER AS STATED IN AFR 50-23
- IV2C. DOCUMENT PERSONAL DATA SECTION OF AF FORM 1096
- IV5B. STATE PURPOSE OF TYPES A, B, AND C OJT ADVISORY SERVICE IAW AFM 50-5
  
- V2A. SELECT PROCEDURES FOR MANAGEMENT OF COMPUTER DIRECTED TRAINING SYSTEM IAW AFR 50-108
- V3A. REVIEW COMPUTER PRODUCTS FOR ERRORS OR DEFICIENCY INFORMATION
- V3C. SELECT RECORDED DEFICIENCIES IN COMPUTER PRODUCTS AND UPDATE PRODUCTS TO REFLECT CORRECT INFORMATION IAW AFM 66-278



## ANALYSIS OF WRITE-IN COMMENTS

Incumbents were encouraged, when filling out the job inventory booklet, to write in any duty or task not listed. Approximately 20 percent of those responding had additional comments relative to the career ladder, which is unusually high. Of the 20 percent that responded, many of their comments were specific to a unique work situation or a listing of personal items which normally would have very little to do with the overall career field. Several comments addressed the performance of tasks and duties not covered in the survey (which seem to have been due to specialized assignments), dissatisfaction with assignments, or various other aspects of the career ladder.

Approximately 10 percent of the 751X2 personnel wrote in additional tasks. Six percent indicated that they performed functions that they did not feel should be required of them. These functions involved scheduling and maintaining miscellaneous training or special projects such as:

- Weight Control
- Safety Training
- Security Training
- Drug/Alcohol Rehabilitation
- Traffic Safety
- WAPS Testing
- PME
- Small Arms
- Other Ancillary Training

Most respondents commented that these functions detracted from their primary jobs as OJT technicians. Several incumbents complained that they were improperly assigned and therefore did not perform any tasks common to the 751X2 career field (most commonly, they reported doing administrative, 702X0 jobs). There were also several incumbents that indicated that they felt that the 751X2 authorizations to which they were assigned were not justified based on workload. Another small group of incumbents suggested shredding the career field to separate various types of jobs, such as those involving maintenance versus nonmaintenance training. Some examples of the write-in comments of 751X2 personnel are listed below:

"Starting with page xiv, there is no way that these questions can be answered because since 30 Jan 73 I have not worked as a 751X2 due to overmanning."

"A study that should be reimplemented is the shredout of 751X2."

"The 751X2 career field should have a shredout, the OJT portion and the MMICS portion."

"The job inventory covers the instructor jobs and instructional systems development portions of the 751X2 career field very well. However, as an OJT manager in an aircraft maintenance squadron, most of my duty time and much overtime is spent working with the MMICS."

"Warskill AFSC 81130 1 hold keeps me away from my job at long intervals."

"My job should have been a 702X0 slot instead of wasting 75172 power."

"75s assigned to this group are performing non-AFSC related duties."

"I am presently assigned to a unit which has no need for a peacetime 751X2."

"Career advancement (promotions) in this career ladder is almost nonexistent."

The comments presented above and the unusually large number of write-in comments suggest considerable dissatisfaction within the 751X2 specialty. However, in the analysis of TICF groups presented earlier, the general levels of job satisfaction were quite comparable with other lateral specialties. In this context it can be concluded that while 751X2 personnel are generally satisfied with the major responsibilities of the Training specialty, they are obviously very irritated with having to perform tasks, particularly administrative tasks, that they do not view as related to OJT. In addition, the possible problem with 751X2 personnel who perform MMICS tasks, which was highlighted in the Career Ladder Structure section of this report, is reinforced by the write-in comments about MMICS or shredout of the specialty.

## IMPLICATIONS

Occupational information collected from AFS 751X2 Training personnel worldwide suggests a generally homogeneous specialty primarily focused on the development, administration, and management of Air Force Career-Job Training programs. Analysis of the types of jobs (Career Ladder Series) demonstrated that even with this general homogeneity, there are some specialized jobs within this specialty, such as FTD or Resident School instructors, program evaluators, etc. There is also some differentiation of jobs around the type of organization, with maintenance training jobs being somewhat different. This appears to be a function of the use of MMICS for training scheduling and documentation and job satisfaction data suggests that fewer 751X2 personnel working with MMICS at Wing and Squadron level find their jobs interesting. Conversely, one group of 751X2 personnel working with MMICS at FTDs or unit level had high job satisfaction. This implies that MMICS itself may not be the major problem but rather the problem may be the setting or organizational assignment. Possibly, being a 751X2 Training Technician in a maintenance organization composed mainly of maintenance personnel may be a factor. In any case, it is obvious from both job satisfaction data and from the unusually large number of write-in comments that the role of Training Technicians working with MMICS is a potential problem area which needs remedial action.

Write-in comments also suggest that AFS 751X2 personnel are often assigned administrative tasks which they do not feel are appropriate and thus, that they are not fully utilized as training professionals. Interestingly, those 751X2 personnel who are most involved with creative training program improvements are those with the highest job interest.

These data suggest a group of well motivated individuals who want to do those tasks and jobs which are the responsibility of their specialty. However, they are impatient and irritable about doing tasks they perceive as AFS 702X0 Administrative work. This could be viewed either as excessive "Unionization" or as a possible malutilization of Training personnel.

APPENDIX A

REPRESENTATIVE TASKS PERFORMED BY CLUSTERS AND  
JOB TYPE GROUPS

REPRESENTATIVE TASKS PERFORMED BY TRAINING  
SUPERVISORS AND MANAGERS (GROUP 068)

TASKS	PERCENT MEMBERS PERFORMING (N=46)
DETERMINE WORK PRIORITIES	85
ESTABLISH PERFORMANCE STANDARDS FOR SUBORDINATES	65
ESTABLISH ORGANIZATIONAL POLICIES, OBJECTIVE INSTRUCTIONS (OI), OR STANDARD OPERATING PROCEDURES (SOP)	67
DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL, EQUIPMENT OR SUPPLIES	72
PLAN WORK ASSIGNMENTS	74
COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	63
DEVELOP OR IMPROVE WORK METHODS OR PROCEDURES	59
DRAFT CORRESPONDENCE	39
INITIATE PERSONNEL ACTION REQUESTS	54
INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	80
PREPARE APRs	72
ASSIGN PERSONNEL TO DUTY POSITIONS	52
PLAN BRIEFINGS	52
ASSIGN SPONSORS FOR NEWLY ASSIGNED PERSONNEL	46
PREPARE JOB DESCRIPTIONS	41
DRAFT OR REVISE JOB DESCRIPTIONS	41
SUPERVISE TRAINING SPECIALISTS (AFSC 75132)	41
SUPERVISE TRAINING TECHNICIANS (AFSC 75172)	46
INDORSE AIRMAN PERFORMANCE REPORTS (APRs)	46
ADVISE APPLICANTS ON AIRMAN EDUCATION AND COMMISSIONING PROGRAMS (AECp)	39
SUPERVISE MILITARY PERSONNEL OTHER THAN AFSC 751XX	39
DIRECT MAINTENANCE OF ADMINISTRATIVE FILES	39
DIRECT OR IMPLEMENT INTERNAL OFFICE OJT PROGRAMS	39
INVENTORY EQUIPMENT, TOOLS, OR SUPPLIES	39

REPRESENTATIVE TASKS PERFORMED BY BASE OJT MANAGERS  
(GRP470)

TASK	PERCENT MEMBERS PERFORMING (N=152)
CONDUCT OJT STAFF VISITS	97
EVALUATE TRAINING METHODS	95
EVALUATE OJT SUPERVISORS	91
EVALUATE OJT TRAINEES	90
DEVELOP PROCEDURES FOR OJT PROGRAMS	90
DEVELOP PERFORMANCE TESTS TO MEASURE STUDENT ATTAINMENT OF CRITERION OBJECTIVES	95
REVIEW TRAINING STATISTICS	91
DETERMINE WORK PRIORITIES	91
REVIEW USAF PUBLICATIONS BULLETINS	91
UPDATE DATA IN ADVANCED PERSONNEL DATA SYSTEM (APDS)	88
EVALUATE TRAINING PROGRAMS	87
EVALUATE OJT TRAINERS	87
CONSULT WITH OTHER (CBPO) SECTIONS ON MATTERS DEALING WITH CLASSIFICATION RELATING TO OJT	87
PREPARE BASE OJT TRAINING ACTIVITIES REPORTS	85
SELECT INDIVIDUALS FOR EVALUATION DURING STAFF ASSISTANCE VISITS	86
COORDINATE WITH AGENCIES, SUCH AS FIELD TRAINING DETACHMENTS, TECH SCHOOLS, OR CIVILIAN SCHOOLS TO SCHEDULE CLASSES	89
DESTROY TESTS	89
COMPILE TRAINING STATISTICS	82
INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	83
LOAD DATA INTO ADVANCED PERSONNEL DATA SYSTEM (APDS)	83
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) REVIEW TRAINING	83
MAINTAIN FILES OF CDC ENROLLMENT APPLICATIONS	82
EVALUATE SUITABILITY OF ON-THE-JOB TRAINING AS METHOD OF PROVIDING QUALIFIED	
EXTRACT DATA FROM ADVANCED PERSONNEL DATA SYSTEM (APDS)	81
EVALUATE INTERNAL OFFICE OJT PROGRAMS	82
DIRECT OR IMPLEMENT INTERNAL OFFICE OJT PROGRAMS	80

REPRESENTATIVE TASKS PERFORMED BY UNIT OJT  
MANAGERS/MAINTENANCE TRAINING  
(GRP403)

TASKS	PERCENT MEMBERS PERFORMING (N=272)
CONDUCT OJT STAFF VISITS	96
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) REVIEW TRAINING	98
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	97
DETERMINE UNIT OJT TRAINING NEEDS	93
COUNSEL TRAINERS OR SUPERVISORS ON THEIR TRAINEE'S PROGRESS	92
EVALUATE OJT TRAINEES	93
EVALUATE TRAINING MANUALS	94
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	95
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	95
ADVISE SUPERVISORS SELECTING OJT TRAINERS	93
REVIEW TRAINING STATISTICS	92
EVALUATE OJT TRAINERS	96
DEVELOP PROCEDURES FOR OJT PROGRAMS	90
EVALUATE OJT SUPERVISORS	89
INITIATE PERSONNEL ACTION REQUESTS	90
PARTICIPATE IN THE DEVELOPMENT OF JOB PROFICIENCY GUIDE CONTINUATION SHEET FORMS (AF FORM 797)	88
MAINTAIN FILES OF VOLUME REVIEW EXERCISE (VRE) ANSWER SHEETS	88
COORDINATE OJT ADVISORY SERVICE COURSES WITH SUPERVISORS	87
MAINTAIN FILES OF CURRENT SPECIALTY TRAINING STANDARDS (STS) AUTHORIZED BY UNIT MANNING DOCUMENT	87
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	88
EVALUATE TRAINING PROGRAMS	88
COORDINATE TRAINING SCHEDULES AND REQUIREMENTS WITH ALL EFFECTED ACTIVITIES TO DETERMINE TRAINING PRIORITIES	86
ASSIST SUPERVISORS IN DEVELOPMENT OF MASTER JPG	85
COORDINATE WITH AGENCIES, SUCH AS FIELD TRAINING DETACHMENTS, TECH SCHOOLS, OR CIVILIAN SCHOOLS TO SCHEDULE CLASSES	83
CONSULT WITH OTHER (CBPO) SECTIONS ON MATTERS DEALING WITH CLASSIFICATION RELATING TO OJT	

REPRESENTATIVE TASKS PERFORMED BY UNIT OJT MANAGERS/  
NONMAINTENANCE TRAINING (GRP384)

TASKS	PERCENT MEMBER PERFORMING (N=377)
DEVELOP PROCEDURES FOR OJT PROGRAMS	74
DRAFT CORRESPONDENCE	78
INITIATE PERSONNEL ACTION REQUESTS	76
CONDUCT OJT STAFF VISITS	96
EVALUATE OJT SUPERVISORS	80
EVALUATE OJT TRAINEES	82
EVALUATE OJT TRAINERS	81
EVALUATE TRAINING PROGRAMS	71
ADVISE INDIVIDUALS ON CAREER DEVELOPMENT, SUCH AS PROFESSIONAL MILITARY EDUCATION (PME) COURSES	64
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	76
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	95
ADVISE SUPERVISORS SELECTING OJT TRAINERS	90
ASSIST SUPERVISORS IN DEVELOPMENT OF MASTER JPG	75
ASSIST SUPERVISORS IN PREPARATION OF TRAINING QUALITY REPORT (TQR) FORMS (AF FORM 1284)	64
CONSULT WITH OTHER (CBPO) SECTIONS ON MATTERS DEALING WITH CLASSIFICATION RELATING TO OJT	76
COORDINATE OJT ADVISORY SERVICE COURSES WITH SUPERVISORS	81
COUNSEL TRAINEES ON TRAINING PROGRESS	86
COUNSEL TRAINERS OR SUPERVISORS ON THEIR TRAINEE'S PROGRESS	94
DETERMINE UNIT OJT TRAINING NEEDS	89
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	87
MAINTAIN FILES OF VOLUME REVIEW EXERCISE (VRE) ANSWER SHEETS	93
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	95
REVIEW TRAINING STATISTICS	81
REVIEW USAF PUBLICATIONS BULLETINS	81



REPRESENTATIVE TASKS PERFORMED BY UNIT OJT  
MANAGERS/COUNSELORS (GRP359)

TASKS	PERCENT MEMBERS PERFORMING (N=14)
DEVELOP PROCEDURES FOR OJT PROGRAMS	93
CONDUCT OJT STAFF VISITS	86
EVALUATE OJT TRAINEES	86
EVALUATE OJT TRAINERS	86
ADVISE APPLICANTS ON AIRMAN EDUCATION AND COMMISSIONING PROGRAMS (AEC)	86
ADVISE INDIVIDUALS ON AF EDUCATIONAL GOALS	86
ADVISE INDIVIDUALS ON AVAILABLE OFF DUTY EDUCATION PROGRAMS	93
ADVISE INDIVIDUALS ON CAREER DEVELOPMENT, SUCH AS PROFESSIONAL MILITARY EDUCATION (PME) COURSES	100
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	100
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VETERANS' ADMINISTRATION (VA) PROGRAMS	86
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	93
ASSIST APPLICANTS IN ENROLLING IN EXTENSION COURSE INSTITUTE (ECI) COURSES	86
ASSIST APPLICANTS IN ENROLLING IN OFF DUTY CLASSES	86
BRIEF INCOMING PERSONNEL ON EDUCATIONAL SERVICES	93
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) REVIEW TRAINING	100
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	100
ADVISE SUPERVISORS SELECTING OJT TRAINERS	93
COUNSEL TRAINEES ON TRAINING PROGRESS	100
COUNSEL TRAINERS OR SUPERVISORS ON THEIR TRAINEE'S PROGRESS	100
DETERMINE UNIT OJT TRAINING NEEDS	93
MAINTAIN FILES OF CLASSIFICATION/ON-THE-JOB TRAINING ACTION FORMS (AF FORM 2096)	100
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	93
MAINTAIN FILES OF VOLUME REVIEW EXERCISE (VRE) ANSWER SHEETS	93
PREPARE BASE OJT TRAINING ACTIVITIES REPORTS	93
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	100

REPRESENTATIVE TASKS PERFORMED BY MAINTENANCE TRAINING  
SCHEDULERS/OJT ADVISORS (GRP337)

TASKS	PERCENT MEMBERS PERFORMING (N=11)
DEVELOP PROCEDURES FOR OJT PROGRAMS	64
IMPLEMENT MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS) TRAINING	64
CONDUCT OJT STAFF VISITS	82
EVALUATE INTERNAL OFFICE OJT PROGRAMS	64
EVALUATE TRAINING AIDS, SUCH AS AUDIOVISUALS OR GRAPHICS	64
EVALUATE TRAINING PROGRAMS	64
ORDER ECI COURSE SUPPLIES OR MATERIALS	64
SHUTDOWN OR SECURE TERMINALS	64
COORDINATE TRAINING SCHEDULES AND REQUIREMENTS WITH ALL EFFECTED ACTIVITIES TO DETERMINE TRAINING PRIORITIES	91
COORDINATE WITH AGENCIES, SUCH AS FIELD TRAINING DETACHMENTS, TECH SCHOOLS, OR CIVILIAN SCHOOLS TO SCHEDULE CLASSES	100
DETERMINE TRAINING REQUIREMENTS USING TRAINING REQUEST/TRAINING COMPLETION NOTIFICATION FORMS (AF FORM 2426)	82
SCHEDULE INDIVIDUALS FOR TRAINING USING TRAINING REQUEST/TRAINING COMPLETION NOTIFICATION FORMS (AF FORM 2426)	82
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) REVIEW TRAINING	82
CODE DATA FOR ENTRY INTO MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	91
DETERMINE EQUIPMENT NEEDED TO SUPPORT INSTRUCTION	73
DETERMINE UNIT OJT TRAINING NEEDS	73
LOAD DATA INTO MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	82
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	82
MAINTAIN INDIVIDUAL TRAINING STATUS RECORDS, SUCH AS ON-THE-JOB TRAINING RECORD FORMS (AF FORM 623)	73
MAINTAIN OR UPDATE AUTOMATED REPORT PRINTOUTS	73
MAINTAIN TRAINING REQUEST/TRAINING COMPLETION NOTIFICATION FORMS (AF FORM 2426)	82
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	100
REVIEW USAF PUBLICATIONS BULLETINS	73
SELECT INDIVIDUALS FOR EVALUATION DURING STAFF ASSISTANCE VISITS	73
UPDATE DATA IN MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	73

REPRESENTATIVE TASKS PERFORMED BY UNIT OJT  
MANAGERS/ADVISORS (GRP247)

TASKS	PERCENT MEMBERS PERFORMING (N=56)
CONDUCT OJT STAFF VISITS	91
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) REVIEW TRAINING	89
MAINTAIN INDIVIDUAL TRAINING STATUS RECORDS, SUCH AS ON-THE-JOB TRAINING RECORD FORMS (AF FORM 623)	80
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	88
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	86
MAINTAIN FILES OF CURRENT SPECIALTY TRAINING STANDARDS (STS) AUTHORIZED BY UNIT MANNING DOCUMENT	82
COUNSEL TRAINERS OR SUPERVISORS ON THEIR TRAINEE'S PROGRESS	80
COUNSEL TRAINEES ON TRAINING PROGRESS	79
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	75
DETERMINE UNIT OJT TRAINING NEEDS	75
DRAFT CORRESPONDENCE	50
INITIATE PERSONNEL ACTION REQUESTS	57
ASSIST APPLICANTS IN ENROLLING IN EXTENSION COURSE INSTITUTE (ECI) COURSES	50
ORDER ECI COURSE SUPPLIES OR MATERIALS	55
ADVISE SUPERVISORS SELECTING OJT TRAINERS	66
ASSIST SUPERVISORS IN DEVELOPMENT OF MASTER JPG	66
CONSULT WITH OTHER (CBPO) SECTIONS ON MATTERS DEALING WITH CLASSIFICATION RELATING TO OJT	63
COORDINATE OJT ADVISORY SERVICE COURSES WITH SUPERVISORS	70
MAINTAIN EXTENSION COURSE INSTITUTE (ECI) CATALOGUE FILES	66
MAINTAIN FILES OF CDC ENROLLMENT APPLICATIONS	48
MAINTAIN FILES OF CLASSIFICATION/ON-THE-JOB TRAINING ACTION FORMS (AF FORM 2096)	71
MAINTAIN LISTINGS OF TASK PERFORMANCE EVALUATORS	63
PREPARE STUDENT REQUESTS FOR ASSISTANCE FORMS (ECI FORM 17)	48
REVIEW TRAINING STATISTICS	66
REVIEW USAF PUBLICATIONS BULLETINS	68

REPRESENTATIVE TASKS PERFORMED BY UNIT OJT  
MANAGERS/MAINTENANCE TRAINING SCHEDULERS (GRP331)

TASKS	PERCENT MEMBERS PERFORMING (N=61)
UPDATE DATA IN MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	92
LOAD DATA INTO MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	90
CONDUCT OJT STAFF VISITS	85
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	82
MAINTAIN FILES OF VOLUME REVIEW EXERCISE (VRE) ANSWER SHEETS	82
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) REVIEW TRAINING	87
EXTRACT DATA FROM MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	75
CODE DATA FOR ENTRY INTO MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	74
DETERMINE TRAINING REQUIREMENTS USING TRAINING REQUEST/TRAINING COMPLETION NOTIFICATION FORMS (AF FORM 2427)	69
COORDINATE TRAINING SCHEDULES AND REQUIREMENTS WITH ALL EFFECTED ACTIVITIES TO DETERMINE TRAINING PRIORITIES	67
EVALUATE OJT TRAINEES	51
DETERMINE TRAINING REQUIREMENTS USING MAINTENANCE TRAINING DOCUMENTS FORMS (AF FORM 2424)	67
ADMINISTER WRITTEN TESTS	52
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	69
ADVISE SUPERVISORS SELECTING OJT TRAINERS	64
ASSIST SUPERVISORS IN DEVELOPMENT OF MASTER JPG	64
COORDINATE OJT ADVISORY SERVICE COURSES WITH SUPERVISORS	51
COUNSEL TRAINEES ON TRAINING PROGRESS	56
COUNSEL TRAINERS OR SUPERVISORS ON THEIR TRAINEE'S PROGRESS	66
DETERMINE UNIT OJT TRAINING NEEDS	51
MAINTAIN EXTENSION COURSE INSTITUTE (ECI) CATALOGUE FILES	52
MAINTAIN FILES OF CURRENT SPECIALTY TRAINING STANDARDS (STS) AUTHORIZED BY UNIT MANNING DOCUMENT	57
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	64
MAINTAIN OR UPDATE AUTOMATED REPORT PRINTOUTS	67
REVIEW TRAINING STATISTICS	61

REPRESENTATIVE TASKS PERFORMED BY OJT TRAINING MANAGERS  
AND SUPERVISORS (GRP196)

TASKS	PERCENT MANAGERS PERFORMING (N=76)
DETERMINE WORK PRIORITIES	90
DRAFT CORRESPONDENCE	92
COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	91
DEVELOP OR IMPROVE WORK METHODS OR PROCEDURES	91
DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL, EQUIPMENT, OR SUPPLIES	89
PREPARE AFRs	88
INTERPRET POLICIES, DIRECTIVES, PROCEDURES FOR SUBORDINATES	87
ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDING OPERATING PROCEDURES (SOP)	86
DIRECT OR IMPLEMENT INTERNAL OFFICE OJT PROGRAMS	84
ESTABLISH PERFORMANCE STANDARDS FOR SUBORDINATES	83
ASSIGN PERSONNEL TO DUTY POSITIONS	79
DEVELOP WORK METHODS OR PROCEDURES	75
PLAN BRIEFINGS	79
PLAN WORK ASSIGNMENTS	83
CONDUCT STAFF MEETINGS	70
DIRECT MAINTENANCE OF ADMINISTRATIVE FILES	74
IMPLEMENT MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS) TRAINING	76
SUPERVISE TRAINING TECHNICIANS (AFSC 75172)	70
CONDUCT OJT STAFF VISITS	71
EVALUATE COURSE OUTLINES OR LESSON PLANS	68
EVALUATE INSPECTION REPORTS OR PROCEDURES	70
EVALUATE INTERNAL OFFICE OJT PROGRAMS	75
EVALUATE TRAINING PROGRAMS	76
COORDINATE TRAINING SCHEDULES AND REQUIREMENTS WITH ALL AFFECTED ACTIVITIES TO DETERMINE TRAINING PRIORITIES	72
COORDINATE WITH AGENCIES, SUCH AS FIELD TRAINING DETACHMENTS, TECH SCHOOLS, OR CIVILIAN SCHOOLS TO SCHEDULE CLASSES	70

REPRESENTATIVE TASKS PERFORMED BY UNIT  
OJT MANAGERS/EVALUATORS (GRP183)

TASKS	PERCENT MEMBERS PERFORMING (N=32)
EVALUATE OJT TRAINEES	100
CONDUCT OJT STAFF VISITS	97
EVALUATE OJT TRAINERS	97
EVALUATE OJT SUPERVISORS	88
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	75
EVALUATE TRAINING PROGRAMS	72
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) REVIEW TRAINING	72
DEVELOP PROCEDURES FOR OJT PROGRAMS	66
DRAFT CORRESPONDENCE	66
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	59
COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	44
DIRECT OR IMPLEMENT INTERNAL OFFICE OJT PROGRAMS	44
INITIATE PERSONNEL ACTION REQUESTS	44
EVALUATE INTERNAL OFFICE OJT PROGRAMS	50
EVALUATE TRAINING METHODS	53
EVALUATE TRAINING TECHNIQUES	44
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	44
ORDER ECI COURSE SUPPLIES OR MATERIALS	47
COORDINATE WITH AGENCIES, SUCH AS FIELD TRAINING DETACHMENTS, TECH SCHOOLS, OR CIVILIAN SCHOOLS TO SCHEDULE CLASSES	47
ADVISE SUPERVISORS SELECTING OJT TRAINERS	47
ADMINISTER WRITTEN TESTS	44
ASSIST COMMANDERS IN SELECTING TASK PERFORMANCE EVALUATIONS FOR STAFF ASSISTANCE VISITS	41
COORDINATE OJT ADVISORY SERVICE COURSES WITH SUPERVISORS	38
DETERMINE UNIT OJT TRAINING NEEDS	38
DEVELOP IMPLEMENTATION PLANS	35

REPRESENTATIVE TASKS PERFORMED BY BASE OJT  
MANAGERS/APDS OPERATOR (GRP156)

TASKS	PERCENT MEMBERS PERFORMING (N=55)
CONDUCT OJT STAFF VISITS	95
REVIEW PREPARATION OF AF FORMS 2095 OR 2096	87
REVIEW TRAINING STATISTICS	52
UPDATE DATA IN ADVANCED PERSONNEL DATA SYSTEM (APDS)	78
DESTROY TESTS	75
CONSULT WITH OTHER (CRPO) SECTIONS ON MATTERS DEALING WITH CLASSIFICATION RELATING TO OJT	73
LOAD DATA INTO ADVANCED PERSONNEL DATA SYSTEM (APDS)	71
MAINTAIN FILES OF CDC ENROLLMENT APPLICATIONS	69
ORDER ECI COURSE SUPPLIES OR MATERIALS	69
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	67
DEVELOP PROCEDURES FOR OJT PROGRAMS	51
DRAFT CORRESPONDENCE	65
INITIATE PERSONNEL ACTION REQUESTS	55
SUPERVISE TESTING PROCEDURES	51
EVALUATE OJT SUPERVISORS	64
EVALUATE OJT TRAINERS	64
EVALUATE TRAINING PROGRAMS	58
COORDINATE WITH AGENCIES, SUCH AS FIELD TRAINING DETACHMENTS, TECH SCHOOLS, OR CIVILIAN SCHOOLS TO SCHEDULE CLASSES	62
COMPILE TRAINING STATISTICS	62
EXTRACT DATA FROM ADVANCED PERSONNEL DATA SYSTEM (APDS)	60
MAINTAIN EXTENSION COURSE INSTITUTE (ECI) CATALOGUE FILES	60
PROCTOR TESTS	53
REVIEW USAF PUBLICATIONS BULLETINS	62
SELECT INDIVIDUALS FOR EVALUATION DURING STAFF ASSISTANCE VISITS	60

REPRESENTATIVE TASKS PERFORMED BY  
FTD INSTRUCTORS (GRP165)

TASKS	PERCENT MEMBERS PERFORMING (N=52)
CONDUCT OJT ADVISORY SERVICES	98
ADMINISTER COURSE CRITIQUES	85
ADVISE SUPERVISORS CONDUCTING QUALIFICATION TRAINING	83
ADVISE SUPERVISORS CONDUCTING CAREER DEVELOPMENT COURSE (CDC) REVIEW TRAINING	79
ADVISE SUPERVISORS SELECTING OJT TRAINERS	77
ASSIST SUPERVISORS IN DEVELOPMENT OF MASTER JPG	77
PRESENT COURSE MATERIALS BY GUIDED DISCUSSION METHODS	77
PRESENT COURSE MATERIALS BY LECTURE METHODS	77
MAINTAIN CLASS ATTENDANCE RECORDS	75
CONDUCT OJT STAFF VISITS	75
EVALUATE ADEQUACY OF CLASSROOMS OR BRIEFING ROOMS	67
EVALUATE COURSE OUTLINES OR LESSON PLANS	67
EVALUATE INTERNAL OFFICE OJT PROGRAMS	69
ADMINISTER PRETESTS	71
ASSIST SUPERVISORS IN PREPARATION OF TRAINING QUALITY REPORT (TQR) FORMS (AF FORM 1284)	69
CIRCULATE AMONG STUDENTS TO OBSERVE STUDENT PROGRESS	73
CONSULT WITH OTHER (CBPO) SECTIONS ON MATTERS DEALING WITH CLASSIFICATION RELATING TO OJT	65
COORDINATE OJT ADVISORY SERVICE COURSES WITH SUPERVISORS	60
DETERMINE EQUIPMENT NEEDED TO SUPPORT INSTRUCTION	60
ANALYZE COMPLETED QUESTIONNAIRES TO DETERMINE EASE OR DIFFICULTY OF LEARNING TASKS OR KNOWLEDGES	69
PRESENT COURSE MATERIALS BY DEMONSTRATION PERFORMANCE	73
REVIEW USAF PUBLICATIONS BULLETINS	71
SELECT STUDENTS FOR DUTIES, SUCH AS CLASS LEADERS	69



REPRESENTATIVE TASKS PERFORMED BY TRAINING  
PROGRAM DEVELOPERS AND REVIEW TECHNICIANS (GRP482)

TASKS	PERCENT MEMBERS PERFORMING (N=17)
EVALUATE COURSE OUTLINES OR LESSON PLANS	100
EVALUATE TRAINING TECHNIQUES	100
EVALUATE TRAINING AIDS, SUCH AS AUDIOVISUALS OR GRAPHICS	100
EVALUATE TRAINING METHODS	100
EVALUATE TRAINING PROGRAMS	100
DRAFT CORRESPONDENCE	100
DETERMINE EQUIPMENT NEEDED TO SUPPORT INSTRUCTION	100
COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	100
DETERMINE FACILITIES NEEDED TO SUPPORT INSTRUCTION	94
DETERMINE WORK PRIORITIES	94
EVALUATE EFFECTIVENESS OF INSTRUCTIONAL MEDIA	94
EVALUATE EFFECTIVENESS OF INSTRUCTIONAL DESIGNS	94
DEVELOP VISUAL AIDS, SUCH AS CHARTS OR TRANSPARENCIES	94
DETERMINE REQUIREMENTS FOR SPACE, PERSONNEL EQUIPMENT OR SUPPLIES	94
PLAN BRIEFINGS	94
EVALUATE ADEQUACY OF CLASSROOMS OR BRIEFING ROOMS	94
EVALUATE EFFECTIVENESS OF FACILITIES WHICH SUPPORT	94
DEVELOP CRITERION OBJECTIVES	94
DEVELOP GUIDELINES OR CHECKLISTS FOR RESIDENT COURSE REVIEWS	88
REVIEW TRAINING STATISTICS	88
DETERMINE REQUIREMENTS FOR TRAINING AIDS	88
DEVELOP LESSON PLANS	88
DETERMINE INSTRUCTIONAL SEQUENCES	88
WRITE STAFF STUDIES, SURVEYS, OR SPECIAL REPORTS	88
EVALUATE EFFECTIVENESS OF EQUIPMENT WHICH SUPPORTS	88

REPRESENTATIVE TASKS PERFORMED BY TRAINING  
PROGRAM MANAGERS/EVALUATORS (GRP063)

TASKS	PERCENT MEMBERS PERFORMING (N=44)
EVALUATE TRAINING PROGRAMS	82
DRAFT CORRESPONDENCE	77
EVALUATE TRAINING METHODS	68
EVALUATE INSPECTION REPORTS OR PROCEDURES	64
EVALUATE TRAINING TECHNIQUES	61
REVIEW TRAINING STATISTICS	61
EVALUATE ADMINISTRATIVE FORMS, FILES, OR PROCEDURES	57
DETERMINE WORK PRIORITIES	52
EVALUATE TRAINING MANUALS	51
REVIEW USAF PUBLICATIONS BULLETINS	52
INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	48
MAINTAIN FILES OF STAFF ASSISTANCE VISIT REPORTS	48
PLAN BRIEFINGS	45
DEVELOP OR IMPROVE WORK METHODS OR PROCEDURES	45
DIRECT ANALYSIS OF STATISTICAL DATA	43
CONDUCT OJT STAFF VISITS	45
EVALUATE COURSE OUTLINES OR LESSON PLANS	41
EVALUATE JOB PROFICIENCY GUIDE (JPG)	39
EVALUATE OJT SUPERVISORS	41
EVALUATE SUGGESTIONS	43
WRITE STAFF STUDIES, SURVEYS, OR SPECIAL REPORTS	45
COMPILE TRAINING STATISTICS	41
DEVELOP PROCEDURES FOR OJT PROGRAMS	36
ESTABLISH ORGANIZATIONAL POLICIES, OFFICE INSTRUCTIONS (OI), OR STANDING OPERATING PROCEDURES (SOP)	36
EVALUATE OJT TRAINEES	36

REPRESENTATIVE TASKS PERFORMED BY MAINTENANCE  
TRAINING SCHEDULERS (GRP103)

TASKS	PERCENT MEMBERS PERFORMING (N=73)
LOAD DATA INTO MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	91
UPDATE DATA IN MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	88
SCHEDULE INDIVIDUALS FOR TRAINING USING TRAINING REQUEST/TRAINING COMPLETION NOTIFICATION FORMS (AF FORM 2426)	86
EXTRACT DATA FROM MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	85
DETERMINE TRAINING REQUIREMENTS USING TRAINING REQUEST/TRAINING COMPLETION NOTIFICATION FORMS (AF FORM 2426)	81
COORDINATE TRAINING SCHEDULES AND REQUIREMENTS WITH ALL AFFECTED ACTIVITIES TO DETERMINE TRAINING PRIORITIES	74
COORDINATE WITH AGENCIES, SUCH AS FIELD TRAINING DETACHMENTS, TECH SCHOOLS, OR CIVILIAN SCHOOLS TO SCHEDULE CLASSES	72
OPEN COMPUTER TERMINALS	67
SHUTDOWN OR SECURE TERMINALS	67
CODE DATA FOR ENTRY INTO MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	63
DRAFT CORRESPONDENCE	46
IMPLEMENT MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS) TRAINING	51
EVALUATE MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	47
INTERPRET COMPUTER PRINTOUTS OR DISPLAYS	46
REQUEST DESIRED PROGRAMS	45
PREPARE FIELD TRAINING DETACHMENT PROGRAMMING REQUEST FORMS (AF FORM 1301)	50
ADMINISTER WRITTEN TESTS	58
COMPILE TRAINING STATISTICS	47
EXTRACT SYSTEM OR JOB DATA FROM MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	50
MAINTAIN CLASS ATTENDANCE RECORDS	47
MAINTAIN OR UPDATE AUTOMATED REPORT PRINTOUTS	49
MAINTAIN TRAINING REQUEST/TRAINING COMPLETION NOTIFICATION FORMS (AF FORM 2426)	55
SCORE TESTS	53
DEVELOP OR IMPROVE WORK METHODS OR PROCEDURES	36
EVALUATE MAINTENANCE MANAGEMENT INFORMATION AND CONTROL SYSTEM (MMICS)	41

REPRESENTATIVE TASKS PERFORMED BY INSTRUCTORS  
(GRP070)

TASKS	PERCENT MEMBERS PERFORMING (N=49)
ADMINISTER PERFORMANCE TESTS	84
ADMINISTER WRITTEN TESTS	80
DEVELOP LESSON PLANS	80
PRESENT COURSE MATERIALS BY LECTURE METHODS	80
ADMINISTER COURSE CRITIQUES	78
CONDUCT CRITIQUES OF TEST WITH STUDENTS	76
EVALUATE TRAINING AIDS, SUCH AS AUDIOVISUALS OR GRAPHICS	71
PRESENT COURSE MATERIALS BY DEMONSTRATION PERFORMANCE	71
PRESENT COURSE MATERIALS BY AUDIOVISUAL METHODS	67
PRESENT COURSE MATERIALS BY GUIDED DISCUSSION METHODS	65
COUNSEL PERSONNEL ON PERSONAL OR MILITARY RELATED PROBLEMS	57
EVALUATE ADEQUACY OF CLASSROOMS OR BRIEFING ROOMS	55
EVALUATE COURSE OUTLINES OR LESSON PLANS	59
EVALUATE TESTS	63
COMPUTE GRADES	59
DETERMINE EQUIPMENT NEEDED TO SUPPORT INSTRUCTION	61
DETERMINE INSTRUCTIONAL TIMES	49
DETERMINE REQUIREMENTS FOR TRAINING AIDS	49
DEVELOP CRITERION OBJECTIVES	55
DISTRIBUTE TRAINING MATERIALS	61
EVALUATE EFFECTIVENESS OF INSTRUCTIONAL METHODS	53
INSTRUCT PERSONNEL IN USE OF TRAINING AIDS OR INSTRUCTIONAL	55
MAINTAIN CLASS ATTENDANCE RECORDS	55
RECOMMEND REMEDIAL ACTIONS FOR STUDENTS FAILING TO MEET TRAINING	
STANDARDS	61
CORE TESTS	61

